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ABSTRACT

This training package provides materials to build collaborative relationships and commitment between vocational educators and employers in order to enhance placement of women and men in occupations nontraditional to their sex. The three units of the training package are intended for use beyond the initial stage of raising awareness of the need for sex equity. Unit 1 is designed to update the participants' awareness of the current status and motivation of nontraditional students and workers. Unit 2 focuses on breaking down myths and stereotypes by sharing success stories about nontraditional workers and students. The final unit provides training to achieve skills for positive interactions with nontraditionals, to solve potential problems encountered by nontraditionals, and to develop mutual action plans for collaborative placement strategies. Each unit contains objectives, a daily outline, and learning activities. Materials are designed to provide 4 1/2 to 6 1/2 hours of instruction. The package also includes 15 handouts, 13 tape scripts (3 tape cassettes are available), 40 transparency masters, and 1 set of role-playing cards. (KC)

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RESEARCH AND DEVELOPMENT SERIES NO. RD215B

ED227370

ENHANCING PLACEMENT

SEX EQUITY TRAINING PACKAGE

UNLOCKING NONTRADITIONAL CAREERS

by

Judith A. Sechler

1981

The purpose of this training package is to build collaborative relationships and commitment between vocational educators and employers in order to enhance placement of women and men in occupations nontraditional to their sex.

Audience:	Employer representatives—especially members of local advisory councils—and vocational educator representatives, either of guidance or program areas (total recommended group size is 10-25 persons).
Facilitator(s):	Local placement coordinator, preferably teamed with a local employer, a vocational education teacher, or a representative of the state advisory council.
Content:	The three units of this training package are intended for use beyond the initial stage of raising awareness of the need for sex equity. Unit I is designed to update the participants' awareness of the current status and motivation of nontraditional students and workers. Unit II focuses on breaking down myths and stereotypes by sharing success stories about nontraditional workers and students. Unit III provides training to achieve skills for positive interactions with nontraditionals, to solve potential problems encountered by nontraditionals, and to develop mutual action plans for collaborative placement strategies.
Time:	The duration of the three units varies, depending upon how many separate sessions are conducted. Unit I is 60-90 minutes in length. Unit II contains five optional 1-hour sessions. Unit III has four optional 90-minute sessions. (Total estimated duration is 4½-6½ hours.)
Resources:	3 tape cassettes 15 handouts 13 tape scripts 40 transparency masters (4 sets) 1 set role play cards

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Background:

This particular training package is one of four in a series developed to assist state sex equity coordinators. There is a need for collaboration between schools and industry to enhance placement of men and women in occupations nontraditional to their sex. Consequently, this package is designed to increase the ability of vocational educators and employers to deal proactively with nontraditional students and workers. The approach is holistic in the sense that materials encourage consideration of a range of nontraditionals' placement needs from initial student recruitment to employer support services. Analysts of social change, as well as psychologists, have observed that it is easier to change behavior than attitudes. It follows that sex discrimination is much easier to combat than sex bias and sex stereotyping. This package addresses the domain of attitudes, through training with an emphasis upon hands-on experience and exposure to role models. The role models are advocates of nontraditional placement with success stories to tell.

Special Instructions:

The sequence of units is intentional, but facilitators should feel free within each unit to delete, add, or exchange activities depending upon participant needs and preferences. Before using each unit, become familiar with the materials and workshop objectives; do background reading as needed. Wherever taped interviews appear, recognize that live interviews and panels with comparable persons can be substituted if available. Despite the limited availability of resources dealing with men as nontraditionals, focus where possible on the problems and issues pertaining to nontraditionals of both sexes. As participants work in large and small groups, encourage interaction between employers and vocational educators. Where possible, encourage participants to determine the choice and pacing of activities. Foster an informal, open atmosphere for participants to develop spontaneity and rapport with each other.

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UNIT I
WHAT A DIFFERENCE A GOOD JOB MAKES

Objectives:

To share attitudes about experiences with nontraditional students and workers in order to clarify successes and problem areas for vocational educators and employers.

To become familiar with demographic information in order to better understand the current status and motivation of female and male nontraditionals.

To view a film designed to broaden views of occupational choices in order to strengthen convictions that myths and stereotypes about nontraditional workers should not be perpetuated.

To establish mutual workshop priorities in terms of needs of diverse participants in order to select the most useful curriculum from the rest of the training package.

Outline

Activity 1	Introductory Discussion (15 min.)	HO I-1 Cassette 1, Side 1 Cassette player Tape Script I-1
Activity 2	Update on Enrollment/Labor Force Data (30 min.)	TR I-1, 2 overhead projector screen HO I-2 HO I-3
Activity 3 (optional)	Showing of Film "Working Equal" (15 min.)	film 16mm projector screen
Activity 4 (optional)	Review of Legislation Affecting Employers and Vocational Educators (15 min.)	HO I-4
Activity 5	Establishing Priorities for Unit II (5 min.)	HO I-1
Activity 6	Closing Discussion (10 min.)	Cassette 1, Side 1 Cassette player Tape Script I-1

Directions

Activity 1	Introductory Discussion (15 min.)	HO I-1 Cassette 1, Side 1 Cassette player

Be sure participants know each other and introduce yourself briefly. Distribute copies of Handout I-1 ("Participant's Workshop Agenda") and mention the topics and sequence of the training. Then play the "Initial Excerpt on Tape for Unit I" on Cassette 1, Side 1, after preparing participants with a brief introduction to what they will hear. Use the tape to trigger discussion among participants, so that employers and vocational educators begin to exchange views and establish rapport.

Background Information

Before the meeting begins, whet participants' appetites via a display table of sample resources such as books, listings, and other materials related to nontraditional enrollment and placement. The initial statements on the tape by Chris, Sharron, Tom, and Chuck give a provocative rationale for women and men to consider nontraditional options. This brief segment is also designed to call participants' attention to the legitimacy of providing nontraditional opportunities, as well as to promote greater familiarity with the attitudes that nontraditionals have about their career decisions. Be sure to play the tape segments in advance, as well as review Tape Script I-1.

Suggestions for Discussion

You might give participants a question to ponder as they listen to the tape. For example, you might say, "Perhaps you sometimes wonder why on earth women and men want to pursue nontraditional careers. Well, here's what two students and two workers have to say." After playing the initial excerpt on the tape, you can begin discussion by asking participants to react to the tape in terms of what surprised or impressed them. Clarify that women often are attracted to nontraditional occupations for economic reasons, whereas men may be pursuing nontraditional work positions as a means to a traditional occupation.

Ask whether participants have had contact with nontraditionals in the classroom or on the job. Encourage these persons, if present, to share some of their experiences and feelings regarding placement of nontraditionals. Ask the whole group how nontraditionals fare with others and how their presence affects the classroom or work setting. It is important that participants feel the atmosphere is open to candid impressions, anecdotes, and assumptions. Let misinformation surface if necessary to make participants feel accepted wherever they are in the process of attitudinal change and commitment. Maneuver participants who are advocates to counter false claims without your needing to do so.

Notes:

Activity 2	Update on Enrollment/Labor Force Data (30 min.)	TR I-1, 2 overhead projector screen HO I-2, HO I-3

Prepare participants to take the self-assessment form, Handout I-2 ("Facts and Figures: Implications for Vocational Educators and Employers"), by showing the two transparencies for this unit, TR I-1, 2. Inform participants before they answer the questions on Handout I-2 that the correct answers and sources of the data are provided along with the questions. After participants have scored their answers, lead a discussion to identify the implications of these facts. After this discussion, distribute Handout I-3 ("Nontraditional Enrollment and Work Statistics"). Analyze the demographic data with participants.

Background Information

Sometimes in awareness-raising workshops, participants are put off by an emphasis upon statistics to justify nontraditionals. Hopefully, the previous discussion will set a receptive tone for proceeding with the activity to resolve issues raised and focus on *facts,* not just impressions. Be open about the varying timeliness of the demographic data, commenting that data from the 1980 census are not yet available. In some instances, items were used despite the date in order to ensure that men's, as well as women's, issues were represented.

Suggestions for Discussion

In using the two transparencies, show the first one while asking participants to estimate the percentage of "typical" family units that currently exists in America in which the father works and the mother is a full-time homemaker caring for two children. After estimates have surfaced, show the second transparency to dramatize how far from the usual stereotype our society really is today.

After scoring the self-assessment forms, participants should discuss the implications of the demographic data for employers and vocational educators. Suggested discussion topics include—

economic and cultural pressure on women and men;
motivation for nontraditional choices;
need to inform students about myths and changing work force;
recruitment strategies;
placement of nontraditionals.

Make several points with participants while discussing Handout I-3. Encourage participants to compare the amount and percentage of increase in nontraditional workers and students of both sexes. Also, compare the numbers enrolled with the numbers employed. Note the occupations in which the increase is most rapid and slowest. While examples of occupations are but a sampling of all those pertaining to vocational education programs, they still demonstrate the need to consider placement opportunities in recruiting nontraditional students for enrollment in courses. Ask participants for reactions—e.g., do the statistics surprise, raise concerns, impress.

Notes:

Activity 3 (optional)	Showing of film "Working Equal" (15 min.)	film 16mm projector screen

Show this 7-minute film, if desired, to reinforce the impact of previous activities in strengthening positive attitudes and commitment toward nontraditionals. In a brief discussion following the film, ask participants to cite elements in the film that dramatize points previously discussed in this unit.

Background Information

This film, developed under a grant from the Arizona Department of Education, exposes participants to successful women and men in nontraditional occupations. The 16mm film is available for $95.90 from:

Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

Complimentary copies in video cassette form are available on a limited basis upon request and brief statement of specific intended use from:

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Suggestions for Discussion

Review with participants the most popular nontraditional occupations for women and men. Ask how one goes about enrolling in nontraditional classes or as an apprentice. Consider what attributes or interests one should have to pursue nontraditional work opportunities.

Notes:

Activity 4 (optional)	Review of Legislation Affecting Employers and Vocational Educators (15 min.)	HO I-4

Distribute copies of Handout I-4 ("Major Laws Banning Sex Discrimination in Employment and Education") to use in reviewing legislation bearing on nontraditional students and workers. Discuss the changes that have taken place since enactment of these laws, as well as the needs that employers and vocational educators have experienced in the effort of compliance.

Notes:

Activity 5	Establishing Priorities for Unit II (5 min.)	HO I-1

Review the options shown for Unit II on Handout I-1 ("Participant's Workshop Agenda"). Briefly describe the nature of the taped (or live, if used) interviews to be heard. Tell what the other activities in Unit II are, so that participants can make an informed choice. Gain a consensus as to the options needed and preferred. Hopefully, you will use at least two of the 1-hour options. No particular sequence of options is required.

An alternative that may interest participants is to hear interviews with Raye, the female carpenter's apprentice, and Ed, her traditional coworker. Bob, the carpenter's apprentice coordinator, refers to Raye in his recruiter interview, as well. Each of these tapes is first in its respective set to facilitate use.

Background Information

At the end of Unit I, the activities and discussion that participants have experienced set the stage for their selecting future sessions. If live interviews are used instead of the tapes, allow sufficient time between sessions to make the necessary arrangements with speakers.

Notes:

Activity 6	Closing Discussion (10 min.)	Cassette 1, Side 1 Cassette player Tape Script I-1

Before playing "Closing Excerpt on Tape for Unit I" on Cassette 1, Side 1, briefly introduce the segment by saying that hearing more of Sharron's experience as a nontraditional is guaranteed to remove any lingering doubts about the need for mutual commitment of participants to enhance placement.

After the concluding tape, ask participants what impressed them about Sharron's comments. Then ask them how typical Sharron may be of other nontraditional workers.

Background Information

If remaining time is shorter than the allotted ten minutes for this activity, it may prove effective to play the tape and end the session without saying anything. On the other hand, time and interest permitting, participants may want to share their reactions and feelings. It may be a sign of success, however, if the tape leaves the participants speechless and reflective. Be sensitive to that, too. Silence can be a powerful force in this instance.

Notes:

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UNIT II
THE WORD'S GETTING OUT ABOUT NONTRADITIONALS

Objectives:

To discuss popular assumptions and nontraditionals' reactions in order to develop greater understanding of the placement problems experienced by nontraditionals.

To hear at least two sets of taped interviews with employers, recruiters, nontraditionals, vocational educators, or traditional coworkers in order to encounter actual experience with nontraditionals and to gain further perspective on placement issues.

Outline

Activity 1 (Use with first option only.)	Problems that Nontraditionals Have (15 min.)	TR II 1 - 5 HO II-1 overhead projector screen
Activity 2 (Use with both options.)	Popular Assumptions Die Hard (10 min.)	HO II-2
Activity 3 (Choose two of five options for separate sessions.)	Firsthand Interviews Fight Myths (20 min.) Option A — Employers Option B — Recruiters Option C — Nontraditionals Option D — Vocational Educators Option E — Traiditional Coworkers	Tape Cassettes 1-3 Cassette player Tape Scripts II 1 - 12
Activity 4 (Use with both options.)	Closing Discussion (15-25 min.)	HO II-3 Tape Scripts II 1 - 12
Activity 5 (Use with final option only.)	Setting Priorities for Unit III (5 min.)	HO I-1

Background Information

The underlying purpose of this unit is to provide employers and vocational educators the opportunity to hear firsthand accounts of persons (either live or on tape) who are familiar with nontraditional workers. Reacting to these accounts, popular assumptions, and nontraditionals' grievances should strengthen participants' commitment to dispel myths holding back placement of nontraditionals.

The structure of these sessions may depend on the time available and your or participants' preference. Two sessions are recommended. Note in the outline above that certain activities are used with one session and others are used with both sessions. It is expected that the closing discussion in the second session will be longer than the first since views will have become more developed.

Directions

Activity 1 (Use with first option only.)	Problems that Nontraditionals Have (15 min.)	TR II 1 - 5 HO II-1 overhead projector screen

Show the transparencies II-1 – 5 to inject some humor into the proceedings and arouse interest in the session. The cartoons are intended to stimulate discussion rather than to preach. Use them especially as an introduction to Handout II-1 ("Factsheet on Nontraditionals"). Before distributing copies of this handout, pool existing knowledge by asking participants whether male and female nontraditional workers are still experiencing problems on the job. Also ask them whether nontraditionals of one sex may have more problems than the other. Having established participants' hypotheses, test them with the information on Handout II-1.

Suggestions for Discussion

While the transparencies are self-explanatory, you may wish to chat informally with participants while showing them. Ask them, for example, to share anecdotes that the transparencies suggest, or ask them to assess how far-fetched the situations may or may not be. In using Handout II-1, consider questions such as the following:

What problems seem the most serious?
In what ways could placement officials alleviate them?
What seems to be at the heart of the problems that nontraditionals of each sex experience?
How does the motivation of nontraditionals of each sex seem to differ?
What problems may nontraditionals of each sex have because of the views their traditional coworkers hold about them?

Notes:

Activity 2 (Use with both options.)	Popular Assumptions Die Hard (10 min.)	HO II-2

Handout II-2 ("Popular Assumptions") reflects some of the myths and stereotypes that nontraditionals encounter. Use it in each session to help participants concentrate on listening to the tapes. Encourage them to add popular assumptions to those listed on the handout which they feel need to be overcome. If Option C is chosen and participants listen to two nontraditionals, have them check the assumptions predicted as giving nontraditionals the most difficulty. If preferred, Handout II-2 can be made into a transparency and filled out collectively.

Notes:

Activity 3 (Choose 2 of 5 options for separate sessions.)	Firsthand Interviews Fight Myths (20 min.)	Tape Cassettes 1-3 Cassette player Tape Scripts II 1 - 12 HO II-2

Play two interviews representing an option chosen by participants at the end of Unit I. Give a brief introduction to each interview before starting the tape. This will necessitate becoming familiar with the tape and tape scripts beforehand. After hearing the first interview, stop the tape and use Handout II-2 to identify the assumptions refuted by the interviewer. Repeat this after the second interview. Use the same handout if live interviews are held instead of playing the tapes.

Background Information

In planning your introduction to the interviews, you may find the following description useful.

Option A — Employers
(Lillian, 12 minutes 48 seconds; Dave, 11 minutes 30 seconds) — Cassette 1, Side 2

This tape contains excerpts from actual interviews with Lillian (EEOC officer and statewide personnel manager of a major utility company) and Dave (director of personnel of a large department store). Both individuals have dealt with placing nontraditionals of both sexes and have direct experience with affirmative action procedures.

Option B – Recruiters
(Bob, 9 minutes 10 seconds; Jim, 9 minutes 24 seconds) -- Cassette 2, Side 1

This tape contains excerpts from actual interviews with Bob (carpenters' union apprenticeship coordinator) and Jim (director of student services at a joint vocational technical school). Both individuals are committed to encouraging nontraditionals. They provide a continuum of experiences and impressions from dealing with clients of different ages and levels of training.

Option C – Nontraditional Workers
(Raye, 9 minutes 36 seconds; Chuck, 7 minutes 30 seconds) – Cassette 2, Side 2

This tape contains excerpts from actual interviews with Raye (a female carpenter's apprentice) and Chuck (the dental hygienist introduced in Unit I). Both individuals have changed careers to become nontraditionals and feel comfortable in their new work roles. They provide a glance at nontraditionals of both sexes to learn their struggles and satisfactions in their work and interpersonal relationships.

Option D – Vocational Educators – Cassette 3, Side 1
(Kay, 6 minutes 30 seconds; Bonnie, 7 minutes 45 seconds; Curt, 5 minutes; Jim, 7 minutes)

This tape contains excerpts from actual interviews with four vocational educators. Kay and Bonnie both teach cosmetology. Curt teaches drafting, and Jim teaches welding. All teachers are on faculties at joint vocational schools. Their comments provide a range of experiences with nontraditional students of both sexes.

Option E – Traditional Coworkers
(Ed, 8 minutes 50 seconds; Rhonda & Lugene, 9 minutes 47 seconds) – Cassette 3, Side 2

This tape contains excerpts from actual interviews with Ed (male carpenter) and Rhonda and Lugene (day care center employees). The two women work for and with a male program director, and the man is a coworker of Raye, the carpenter's apprentice mentioned earlier.

Notes:

Activity 4 (Use with both options.)	Closing Discussion (15-25 min.)	HO II-3 Tape Scripts II-1 - 12

After hearing the taped interviews of one option, discuss with participants the implications of recounted comments and experiences for placement. Use the questions posed on Handout II-3

("Interview Follow-up Questions"). Do not feel limited to these questions in your discussion. A variation in conducting this discussion is to have participants use tape scripts for skits suggested by experiences shared by the interviewees. Role playing could be based on situations such as the following:

Employer tapes	– recruitment of a woman in a karate club for a nontraditional job at the phone company – training session for department store managers to prepare them to work with nontraditional employees
Recruiters	– union coordinator trying to get a carpenter to work with a woman apprentice – counselor meeting with reluctant parents whose son is interested in a nontraditional career
Nontraditionals	– woman carpenter's apprentice declining a request to work with someone none of the men want to work with either – male dental hygienist applying for a job
Vocational educators	– cosmetology teacher counseling a male student being teased by his peers – a drafting teacher discussing placement of a nontraditional student with employers
Traditional coworkers	– coworkers trying to ostracize a nontraditional – male day care center worker giving directions to women coworkers

Notes:

Activity 5 (Use with final option only.)	Setting Priorities for Unit III (5 min.)	HO I-1

When participants are content to move on to Unit III, repeat the procedure used at the end of Unit I to choose options for Unit II. While Unit III calls for only one session to be used, it is recommended that Option D, Sex-Fair Support Services, be required and at least one other option be used. Briefly describe the structure and content of the sessions as shown on Handout I-1 and gain consensus as to the options needed or preferred by participants.

Notes:

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UNIT III
REACHING OUT TO NONTRADITIONALS IN THE CLASSROOM AND ON THE JOB

Objectives:

To gain hands-on experience with a set of problems related to four placement aspects (i.e., recruiting/interviewing, instructing/training, supervising, and supporting) in order to increase skills for positive interactions with nontraditionals.

To develop a mutual action plan in order to enable employers and vocational educators to collaboratively improve aspects of nontraditionals' placement.

Outline

Activity 1 (Use one or more of four options in separate sessions as time permits.)	Problem Solving Related to Placement	
	Option A — Sex-Fair Recruiting/Interviewing	HO III-1
	Option B — Sex-Fair Training	HO III-3 Role-Play Cards
	Option C — Sex-Fair Supervising	TR III 1-14 overhead projector screen
	Option D — Sex-Fair Support Services	TR III 15-33 overhead projector screen
	(30 min. for each option)	
Activity 2 (Use option corresponding to the option used in Activity 1.)	Brainstorming Advocacy Measures	
	Option A — Sex-Fair Recruiting/ Interviewing Guidelines	HO III-1, HO III-2
	Option B — Sex-Fair Training Guidelines	HO III-3, HO III-4 Role-Play Cards
	Option C — Sex-Fair Supervising Guidelines	HO III-5, HO III-6 TR III 1-14 overhead projector screen
	Option D — Sex-Fair Support Services Guidelines	TR III 15-33 overhead projector screen large sheets of newsprint felt tip pens
	(30 min. for each option)	

Activity 3 (Use option corresponding to the options used in Activities 1 and 2.)	Large Group Sharing—Mutual Action Planning	
	Option A — Sex-Fair Recruiting/Interviewing	HO III-2, HO III-8
	Option B — Sex-Fair Training	HO III-3, HO III-4, HO III-8 Role-Play Cards
	Option C — Sex-Fair Supervising	HO III-5, HO III-6, HO III-8
	Option D — Sex-Fair Support Services	HO III-7, HO III-8
	(30 min. for each option)	

Background Information

The intent of this unit is to provide participants vicarious opportunities (1) to interact with nontraditionals, (2) to analyze implications for placement in the problems nontraditionals encounter, and (3) to collaborate on constructive measures that would enhance their placement. Note that the themes of the four options represent a holistic approach to placement. The assumption is that whether woman welders or male nurses thrive in their nontraditional occupations (i.e., successful placement) depends on these four aspects of their experience. That point needs to be made and possibly discussed while introducing the unit.

Directions

OPTION A

Activity 1	Problem Solving Related to Placement (30 min.) *Sex-Fair Recruiting/Interviewing*	HO III-1

Have participants solve problems posed by case studies in Handout III-1 ("Recruiting/Interviewing") in order to discuss how to promote advocacy in recruitment/interview styles. Explain after participants have read the case studies that there are five different ways in which recruiters/interviewers treat nontraditionals. Ask participants to infer the differences by assessing each of the case studies. The answer key for interpreting the six case studies is shown here:

1. Sexual harassment
2. Sex bias
3. Sex discrimination
4. Indifference
5. Indifference
6. Advocacy

Background Information

The five treatments of nontraditionals, on a continuum from sexual harassment at worst to advocacy at best, can be defined as follows:

Sexual harassment	— Abusive use of power in work settings to gain sexual favors.
Sex discrimination	— Any action which limits or denies a person opportunities, privileges, roles, or rewards on the basis of sex.
Sex bias	— Behavior resulting from the assumption that one sex is superior to the other.
Indifference	— Noncommital behavior towards persons, based on their sex, that neither actively hurts nor assists.
Advocacy	— Behavior that attempts to compensate for the effects of past discrimination through open approval and supportive deeds.

Suggestions for Discussion

Consider topics such as these in guiding discussion:

- Introduce the five treatments after characteristics have been identified.
- Speculate on possible feelings of and consequences for the nontraditionals.
- Speculate on possible feelings of personnel and consequences for the institution, work world, and society.

Communicate to participants that a major reason for using the case studies is to give participants experience with typical problems that confront nontraditionals. Encourage participants, explaining that the more they perceive the perspectives of all characters in the case studies, the greater their understanding of problems and commitment to their resolution can become.

Notes:

OPTION A

Activity 2	Brainstorming Advocacy Measures (30 min.) *Sex-Fair Recruiting/Interviewing Guidelines*	HO III-1 HO III-2

Hold small group discussions, using Handout III-2 ("Sex Fair Recruiting/Interviewing Guidelines") to brainstorm advocacy measures to counteract the problems reflected in the case studies. Ask each of the small groups to appoint a leader to guide the discussion and a recorder to prepare a summary of recommendations to share with the whole group. Have each group work on a different case study. Group members should assume they have administrative responsibility for the behavior of the staff member in the case study. Their task, therefore, is to develop (using Handout III-2) corrective steps to improve nontraditionals' treatment.

Notes:

OPTION A

Activity 3	Large Group Sharing—Mutual Action Planning (30 min.) *Sex-Fair Recruiting/Interviewing*	HO III-2 HO III-8

In the process of group sharing, encourage participants to react to the material in Handout III-2 as well as to each group's recommendations. Discuss the guidelines that seem most useful and feasible. Encourage participants to share relevant anecdotes.

If desired, use Handout III-8 ("Mutual Action Planning for Enhancing Placement of Nontraditionals") to summarize participants' thinking of strategies to use in improving recruiting/interviewing practices. Encourage participants to plan collaboratively, so that resources of both school and industry are used to the best advantage. Ask participants to list their strategies on the form, establish tentative timelines for the steps to be taken, and identify resources on hand/needed to implement strategies.

Notes:

OPTION B

Activity 1	Problem Solving Related to Placement (30 min.) *Sex-Fair Training Techniques*	HO III-3 Role-Play Cards

Have participants role play Task A of a variety of training situations in Handout III-3 ("Training Techniques") in order to discuss how to promote advocacy in training styles. In advance, cut apart Role-Play Cards to distribute to participants in the role plays after they have read the situations in Handout III-3.

Explain that there are five different ways in which instructors and trainers treat nontraditionals. Have participants perform Task A of the six role plays in an effort to infer the differences. The answer key for interpreting this first round is as follows:

1. Sex bias
2. Sexual harassment
3. Indifference
4. Sex bias
5. Advocacy
6. Sex discrimination

Background Information

Definitions of the five treatments of nontraditionals, on a continuum from sexual harassment at worst to advocacy at best, appear on page .

Suggestions for Discussion

Consider topics like these in guiding discussion:

- Introduce the five treatments after the characteristics have been identified.
- Speculate on possible feelings and consequences for the nontraditionals.
- Speculate on possible feelings of personnel and consequences for the institution, work world, and society.

Communicate to participants that a major reason for using the role plays is to help participants emphathize with nontraditionals. Encourage participants, explaining that the more they can identify with nontraditionals, the more commitment to improving their treatment can grow.

Notes:

OPTION B

Activity 2	Brainstorming Advocacy Measures (30 min.) *Sex-Fair Training Guidelines*	HO III-3, HO III-4 Role-Play Cards

Hold small group discussions, using Handout III-4 ("Sex Fair Training Guidelines") to brainstorm advocacy measures to counteract the problems reflected in Role Plays 1-4 and 6. One of the persons in each of the role plays can serve as leader of a small group. Have each group work on a different role play. Ask each group to read Task B of the staff person in their Role Play Card, reflect on the guidelines in Handout III-4, and rehearse a response for the staff person in the second round of role plays that will demonstrate advocacy toward nontraditionals.

Notes:

OPTION B

Activity 3	Large Group Sharing—Mutual Action Planning *Sex-Fair Training* (30 min.)	HO III-3, HO III-4 HO III-8 Role-Play Cards

Have representatives of each small group do Task B of the role plays 1-4 and 6. In the process of doing this second round, encourage total group discussion of the material in Handout III-4 as well as each of the role plays. Discuss the guidelines that seem most useful and feasible. Encourage participants to share relevant anecdotes.

If desired, use Handout III-8 ("Mutual Action Planning for Enhancing Placement of Nontraditionals") to summarize participants' thinking about strategies to use in improving training practices. Encourage participants to plan collaboratively, so that resources of both school and industry are used to the best advantage. Ask participants to list their strategies on the form, establish tentative time lines for the steps to be taken, and identify resources on hand/needed to implement strategies.

Notes:

OPTION C

Activity 1	Problem Solving Related to Placement (30 min.) *Sex-Fair Supervising*	TR III 1-14 HO III-5 overhead projector screen

Have participants deal with the problems posed in the transparencies III 1-14 ("Working, Supervising, and Irrational Ideas") in order to sensitize participants to the irrational ideas that can influence supervisors in dealing with nontraditionals in a work or school setting. Explain to participants that resulting problems become more complex when nontraditional or traditional workers hold similarly irrational ideas.

Background Information

Before showing the transparency set, prepare participants with an introduction such as the following:

> Albert Ellis, noted psychologist, has proposed that "several powerful, irrational, and illogical ideas stand in the way of your leading an anxiety-free unhostile life" (Ellis and Harper, 1975, p. 88).
>
> Ellis and Harper conclude that we can change our feelings and self-perceptions by changing these ideas. It follows that such a change will have an impact on our behavior and communication.
>
> On the job, this theory is useful in trying to understand the dynamics between supervisor and worker, especially if that worker is nontraditional. Supervisors and workers can reduce anxiety and hostility through rational ideas. That, in turn, enables persons to function more assertively and productively. Two ways this happens are by avoiding faulty interpretations of situations ("my work's not good enough") and keeping events and comments in perspective ("a mistake now and then is unavoidable").
>
> As you view these transparencies, try to identify with the characters and imagine the consequences of irrational ideas.

You can supply references to Ellis and Harper's statements as needed. Their list of irrational ideas is excerpted on Handout III-5 ("Ten Irrational Ideas by Albert Ellis and Robert A. Harper").

Suggestions for Discussion

Discuss the consequences of the situations portrayed in the transparencies. Help participants identify how supervisors with irrational ideas can misjudge nontraditionals, compound their problems, and reinforce the biases of reluctant traditional coworkers. You might want to dramatize the impact of irrational ideas by role playing for participants one of the situations between workers and supervisor.

Notes:

OPTION C

Activity 2	Brainstorming Advocacy Measures (30 min.) *Sex-Fair Supervising*	TR III 1-14 HO III-5 overhead projector screen

Have participants brainstorm rational alternatives and perform role plays of the situations in the transparencies III 1-14 to show consequences of rational ideas. Introduce this activity by role playing for participants the same situation used in Activity 1, but with the supervisor expressing a rational idea that corrects previous thinking. To warm up participants, record on the chalkboard or easel rational ideas brainstormed by the group to correct irrational ideas in one or two other transparencies. Have small groups pick different situations to role play. It is not necessary to do them all.

Before small groups take turns performing their situations, distribute Handout III-5 if you haven't already. Ask participants to write down, in the space provided, rational alternatives to Ellis and Harper's irrational ideas as they are portrayed in the role plays. Participants may devise their own ideas that are different from the following list adapted from Bloom (1975, pp. 100-120) and Powell (1976, pp. 116-133).

1. If I scold the men about excluding the nontraditional, they may or may not get mad at me. If they don't get mad, they may understand what I expect of them better, respect my leadership, and be more cooperative with the nontraditional worker. In any event, I don't need everyone's approval.
2. It's okay to make mistakes—that's part of developing skills as a supervisor.
3. Happiness comes from within. I need to reexamine my situation and do whatever I can.
4. What she lacks is experience; she can make up for that with enthusiasm, energy, and ability to work with her hands.
5. There are options and alternatives to most problems. I can't expect to always have the best one.
6. Worrying about what can go wrong may make it happen. I need to show I have confidence in the people who work for me.
7. I need to let her take risks in order to learn how to stand on her own two feet.
8. Getting upset only makes matters worse. When someone gives you lemons, it helps to make lemonade.
9. It's easier to face difficulties than to avoid them.
10. I can judge issues but not people. When things go wrong, it is counterproductive to seek scapegoats.
11. I can help others only if I have my own house in order.

Suggestions for Discussion

After the role plays, summarize the portrayed consequences (actions and feelings) of rational ideas in supervisors. Explain to participants that a major reason for doing the role plays is to enable participants to directly confront typical supervising problems involving nontraditionals. The work situations have obvious applicability to counselor/instructor situations as well. Encourage participants, explaining that their vicarious encounter with supervising problems builds understanding of, confidence in, and commitment to their sex-fair resolution.

Notes:

OPTION C

Activity 3	Large Group Sharing—Mutual Action Planning (30 min.) *Sex-Fair Supervising*	HO III-6 HO III-8

Discuss the implications of the guidelines in Handout III-6 ("Sex-Fair Supervising Guidelines") for training supervisory staff. Conduct this discussion with the total group in an effort to have a consensus emerge. One approach might be to have participants use the Handout III-6 as a checklist and identify which guidelines are the easiest, hardest, or most needed.

Discuss possible methods of implementation and ways for participants to collaborate. If desired, use Handout III-8 ("Mutual Action Planning for Enhancing Placement of Nontraditionals") to record these plans. Ask participants to list their strategies on the form, establish tentative timelines for the steps to be taken, and identify resources on hand/needed to implement strategies.

Notes:

OPTION D

Activity 1	Problem Solving Related to Placement (30 min.) *Sex-Fair Support Services*	TR III 15-33 overhead projector screen

Have participants identify the support services needed by nontraditionals implied by the transparencies III 15-33 ("A Profile of the Self-Actualized Nontraditional Worker"). Discuss the disparity between the conditions shown in most of the transparencies and Maslow's characteristics of a self-actualized person. Only two of the transparencies (characteristics 9 and 10) show effective support services in operation. In No. 9, a male adult role model is present; and in No. 10, a male and a female are working together on the same task.

As participants view the transparencies, make a list of the problems nontraditionals face. Discuss the possible consequences of these problems. You may want to role play one or two examples for clarification. After showing the transparencies, have participants rank these problems in terms of Maslow's hierarchy of needs, from physiological on up to self-actualization.

Background Information

Before showing the transparency set, prepare participants with an introduction such as the following:

> Noted psychologist Abraham Maslow, in conjunction with his theory of motivation, developed a hierarchy of needs. He claimed that these needs motivate a person's actions as long as they are not satisfied. When a need at one level is satisfied, the need at the next level dominates behavior. These needs, in ascending order, are physiological, safety/security, belonging, esteem, and self-actualization.
>
> All these terms, except the last, are probably easy to understand. Maslow described self-actualization as the need to do what one is individually fit to do. "A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. . . . This tendency might be phrased as the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming" (Maslow, 1970, p. 46).
>
> Maslow studied a group of people he considered to be self-actualized—or, living up to their potential—and derived a list of sixteen personality characteristics that distinguished them. While it is not the responsibility of employers or educational institutions to provide nontraditionals with self-fulfillment, you may nevertheless find it useful to look at these characteristics. They dramatize the gap between what too often is and what could be.
>
> In the transparencies you will see some problems that keep nontraditionals from meeting needs at various levels and certainly from gaining self-actualization. These problems indicate the kinds of support services that nontraditional workers and students require so they too "can be at peace with themselves."

Participants may analyze the transparencies showing sixteen characteristic differently, but the following ideas can be used as a key to the needed support services in the transparencies III 15-33.

Characteristic 1	Educate supervisors to prevent such practices as survival testing.
Characteristic 2	Provide nontraditionals with safe conditions and equipment comparable to that of traditional coworkers.
Characteristic 3	Provide staff development in communication and other areas impinging on sex equity.

Characteristic 4	Encourage a "buddy system." Teach for attitudes as well as knowledge and skills. Create a classroom climate that encourages students to examine sex-stereotyped assumptions, attitudes, and expectations.
Characteristic 5	Efforts are needed to provide successful role models for nontraditional employees and students to follow.
Characteristic 6	Provide training to improve coping skills. Instructors of work/study programs need to be informed of anything their students are lacking to succeed in a nontraditional job.
Characteristic 7	Female employees need help combatting prejudices of working with males; and males, to combat prejudices of working with females.
Characteristic 8	Teachers can help the adjustment of a class to nontraditionals by guarding against students' slipping into stereotyped patterns.
Characteristic 9	Adult role models can make a tremendous impact, especially in combatting conservative peer pressure.
Characteristic 10	Do not separate job tasks into male/female categories. Encourage nontraditionals and traditionals to work well together.
Characteristic 11	Examine the model you provide for students or workers.
Characteristic 12	Offer feedback to students for reassurance, and obtain feedback from them to assess needs and effectiveness of support services.
Characteristic 13	Staff development may be needed in relation to sex equity. Related instruction classes can provide discussion and solutions to problems of persons in nontraditional work/study positions. A needs assessment should be conducted to determine what support services are needed.
Characteristic 14	Provide day care facilities. Offer courses when nontraditionals are able to take them.
Characteristic 15	Enlist the support of parents for nontraditional enrollment. Reentry can be facilitated through a coalition of community groups.
Characteristic 16	Employees need to be informed about any special problems they may encounter in a nontraditional job.

Notes:

OPTION D

Activity 2	Brainstorming Advocacy Measures (30 min.) *Sex-Fair Support Services*	TR III (15-33) overhead projector screen large sheets of newsprint felt tip pens

Brainstorm in small groups, determining some of the support services that could address the needs portrayed in the transparency set III-2. Be sure that the small groups contain participants from both school and work settings. Have each group brainstorm and write on large sheets of newsprint a list of support services to aid nontraditionals. The following is a sample list drawn from Foxley (1979), Wollman, Johnson, and Bottoms (1975), Janney (1975), and Richards (1974).

Legislative compliance
Day care facilities
Preparing traditional coworkers
Placement where acceptance is most likely
Surveying attitudes
Individual counseling/group sessions
Coping skills training
Flextime
Information to staff about programs
Scheduling and conducting tours
Direct observational experiences in several occupational areas
Open house
Visiting out-of-school youth to encourage them
Orientation of students to each occupational area
Counseling those who change their minds or fail
Helping instructors design experiences to help students understand themselves, their goals, and career area
Suggesting curriculum modifications
Special courses for nontraditionals
Career days
Career centers
Training materials
Peer counseling handbook
Involvement of traditional peers in encouraging nontraditional students
Publicizing career options and success stories through media and special programs
Vocational testing
Aptitude testing
Job training and career planning
Weekend colleges
Outreach to other projects available in the community

Have small groups share their findings. Post the lists on the wall where all can see them.

OPTION D

Activity 3	Large Group Sharing—Mutual Action Planning (30 min.) *Sex-Fair Support Services*	HO III-7 HO III-8

Discuss the implication of the guidelines in Handout III-7 ("Sex Fair Support Services Guidelines") for providing nontraditionals needed support services. These guidelines should trigger participants' thinking of strategies to use in a support services plan. Encourage participants to plan collaboratively, so that resources of both school and industry are used to the best advantage. Ask participants to list their strategies on Handout III-8 ("Mutual Action Planning for Enhancing Placement of Nontraditionals"). They should list the strategies in sequential order, make tentative timelines for the steps to be taken, and identify resources on hand/needed to implement strategies. Allow time for total group processing.

If this is the last session of the training package, take a few minutes to pull participants' thoughts and impressions together. Try to get testimonials of new commitment from participants, and possibly suggest opportunities for future contact between school and industry to promote sex equity through enhanced placement of nontraditionals.

Notes:

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ENHANCING PLACEMENT

SEX EQUITY TRAINING PACKAGE

LIST OF RESOURCES

The materials in this section have been organized to help you make appropriate copies or transparencies and then re-file the materials for future use. The coding system is on each piece of material to help you find it easily. All handouts (HO) are together. All transparencies (TR) are together. And miscellaneous notes or scripts are together. For example—

HO II-2 means: II = Unit II
2 = Activity 2 in Unit II

TR III-3 means: III = Unit III
3 = third transparency in Unit III

Transparencies

TR I 1	(set of 2)	Percentage of "typical" families today (untitled)
TR II 1-5	(set of 5)	Introduction to interviews (untitled)
TR III 1-14	(set of 14)	Working, Supervising, and Irrational Ideas
TR III 15-33	(set of 19)	A Profile of the Self-Actualized Nontraditional Worker

Handouts

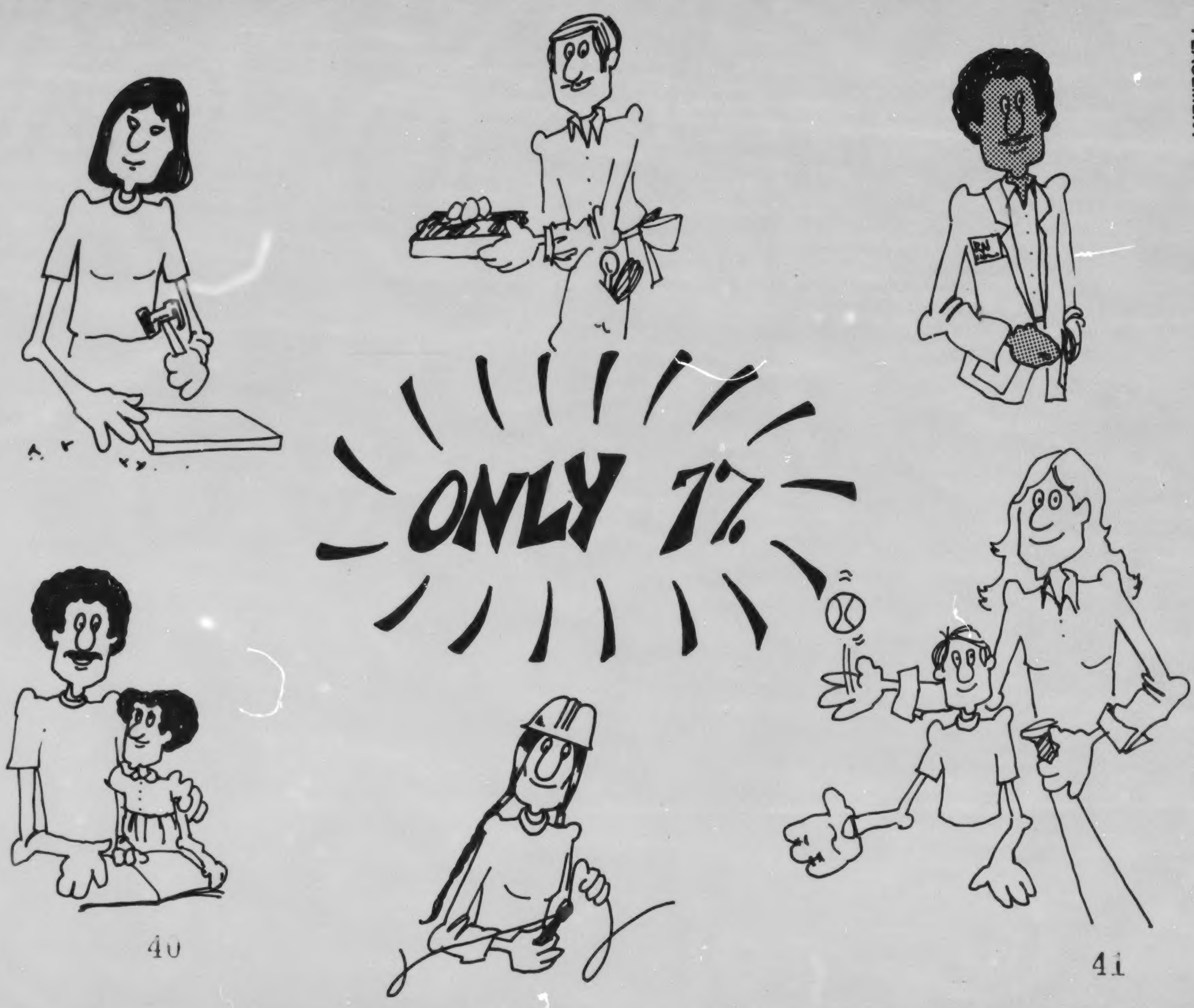
HO I-1	(1 page)	Participant's Workshop Agenda
HO I-2	(4 pages)	Facts and Figures: Implications for Vocational Educators and Employers
HO I-3	(2 pages)	Nontraditional Enrollment and Work Statistics
HO I-4	(1 page)	Major Laws Banning Sex Discrimination in Employment and Education
HO II-1	(2 pages)	Factsheet on Nontraditionals
HO II-2	(1 page)	Popular Assumptions
HO II-3	(2 pages)	Interview Follow-up Questions
HO III-1	(6 pages)	Recruiting/Interviewing Case Studies
HO III-2	(4 pages)	Sex Fair Recruiting/Interviewing Guidelines
HO III-3	(6 pages)	Training Techniques Role Plays
HO III-4	(2 pages)	Sex Fair Training Guidelines
HO III-5	(1 page)	Ten Irrational Ideas, by Albert Ellis and Robert A. Harper
HO III-6	(2 pages)	Sex Fair Supervising Guidelines
HO III-7	(5 pages)	Sex Fair Support Services Guidelines
HO III-8	(3 pages)	Mutual Actions Planning for Enhancing Placement of Nontraditionals

Tape Scripts

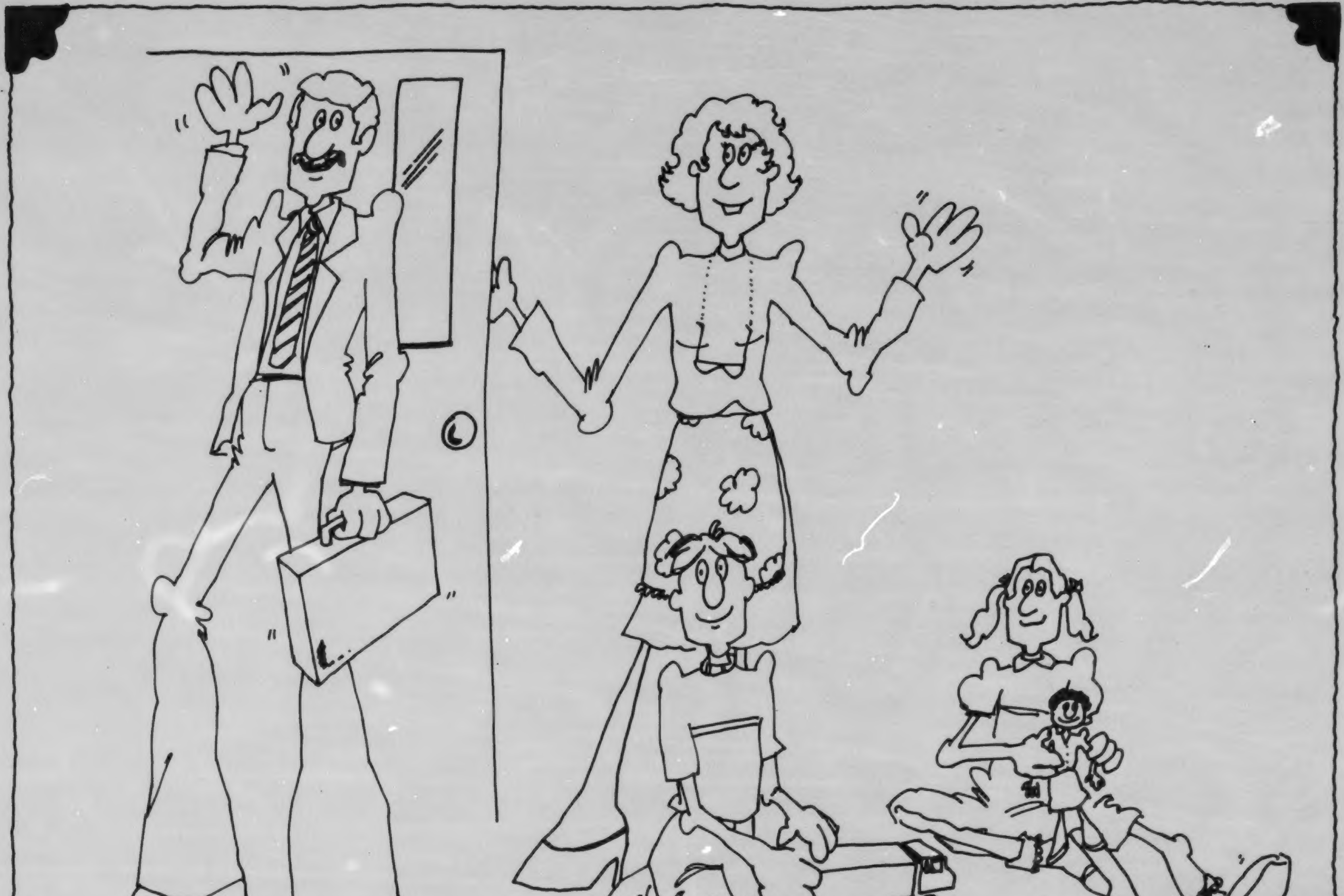
Tape Script I	(2 pages)	Initial Excerpt on Tape for Unit I Closing Excerpt on Tape for Unit I
Tape Script II	(36 pages)	Interviews with Employers, Recruiters, Nontraditionals, Vocational Educators, and Traditional Coworkers for Unit II
Role Play Cards	(4 pages)	Unit III-1 Option B— Recruitment/Interviewing Role Plays

Tapes

Cassette 1, Side 1	Initial Excerpt on Tape for Unit I Closing Excerpt on Tape for Unit I
Cassette 1, Side 2	Option A – Employers
Cassette 2, Side 1	Option B – Recruiters
Cassette 2, Side 2	Option C – Nontraditionals
Cassette 3, Side 1	Option D – Vocational Educators
Cassette 3, Side 2	Option E – Traditional Coworkers

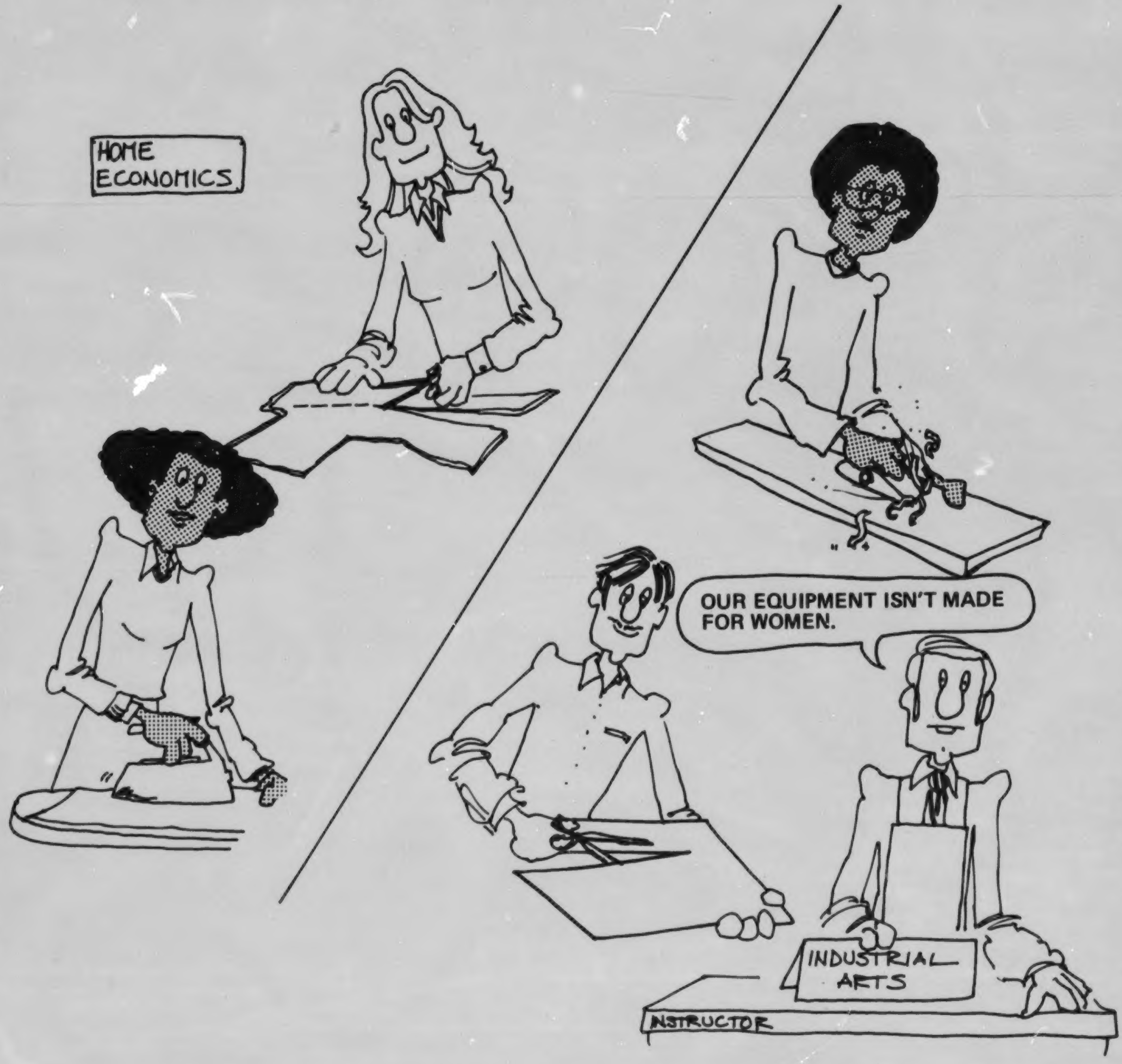


TR I-1



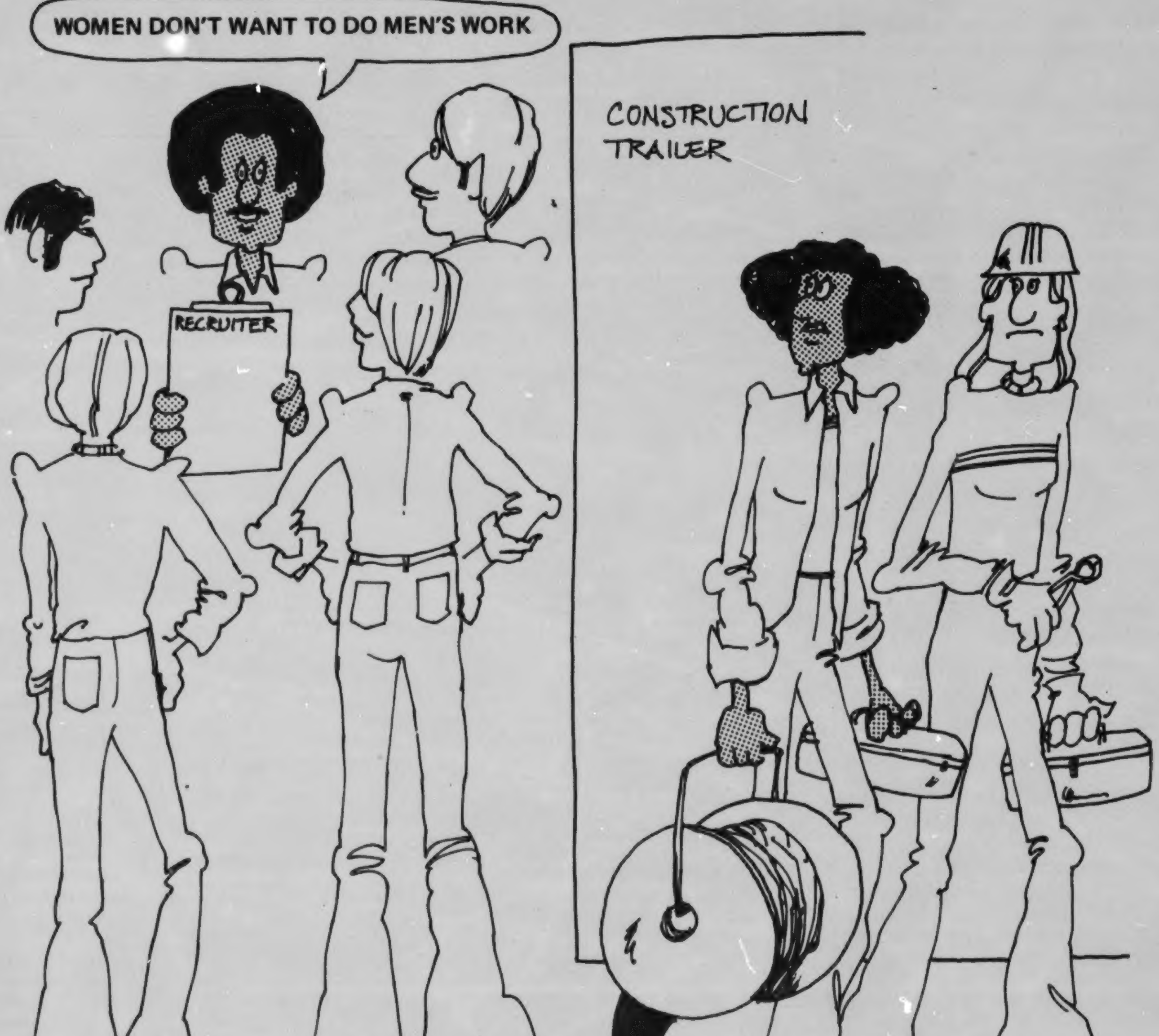
REMEMBER WHEN –

VOCATIONAL EDUCATORS BELIEVED ...


HOME ECONOMICS
OUR EQUIPMENT ISN'T MADE FOR WOMEN.
INDUSTRIAL ARTS
INSTRUCTOR

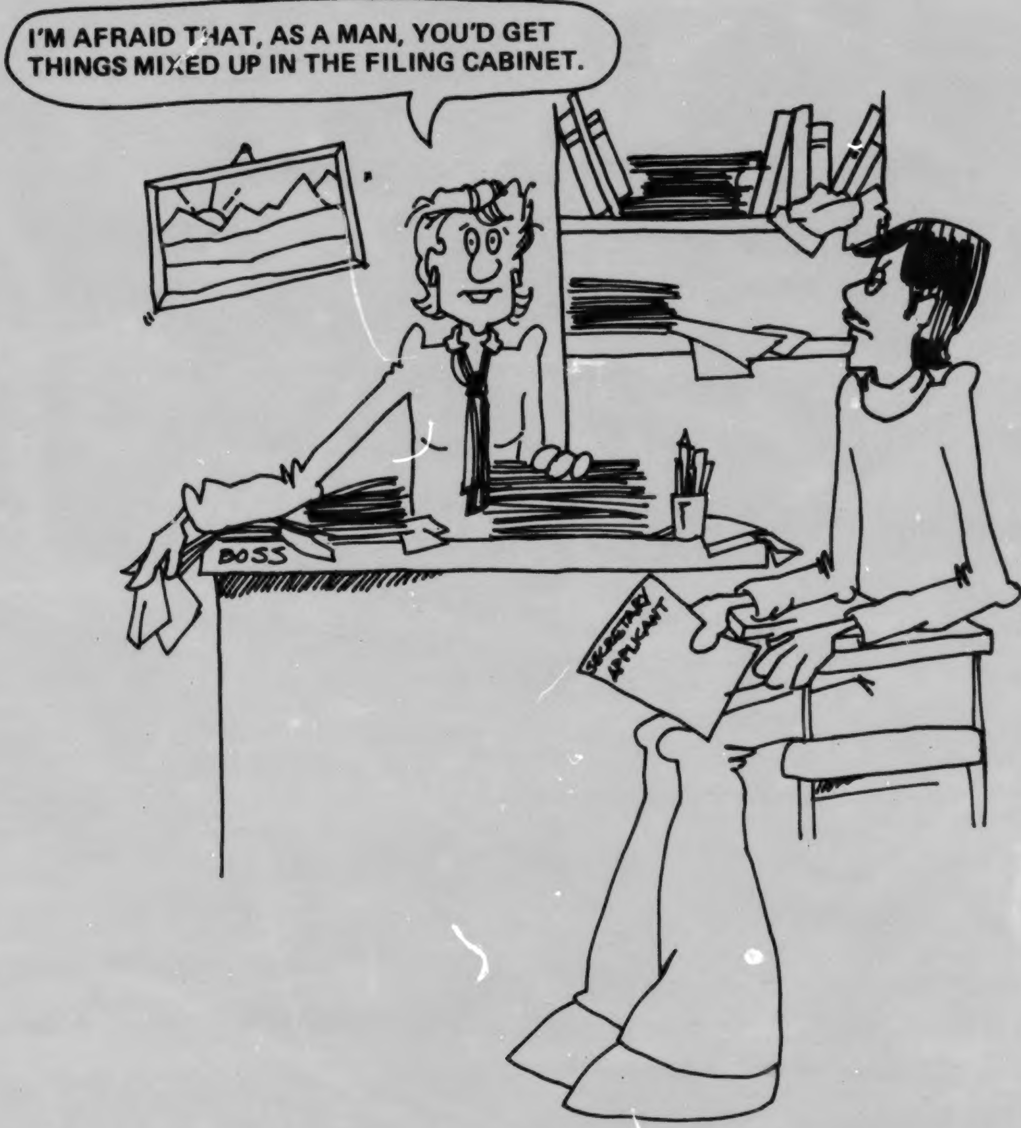
REMEMBER WHEN –

RECRUITERS WERE HEARD TO SAY...

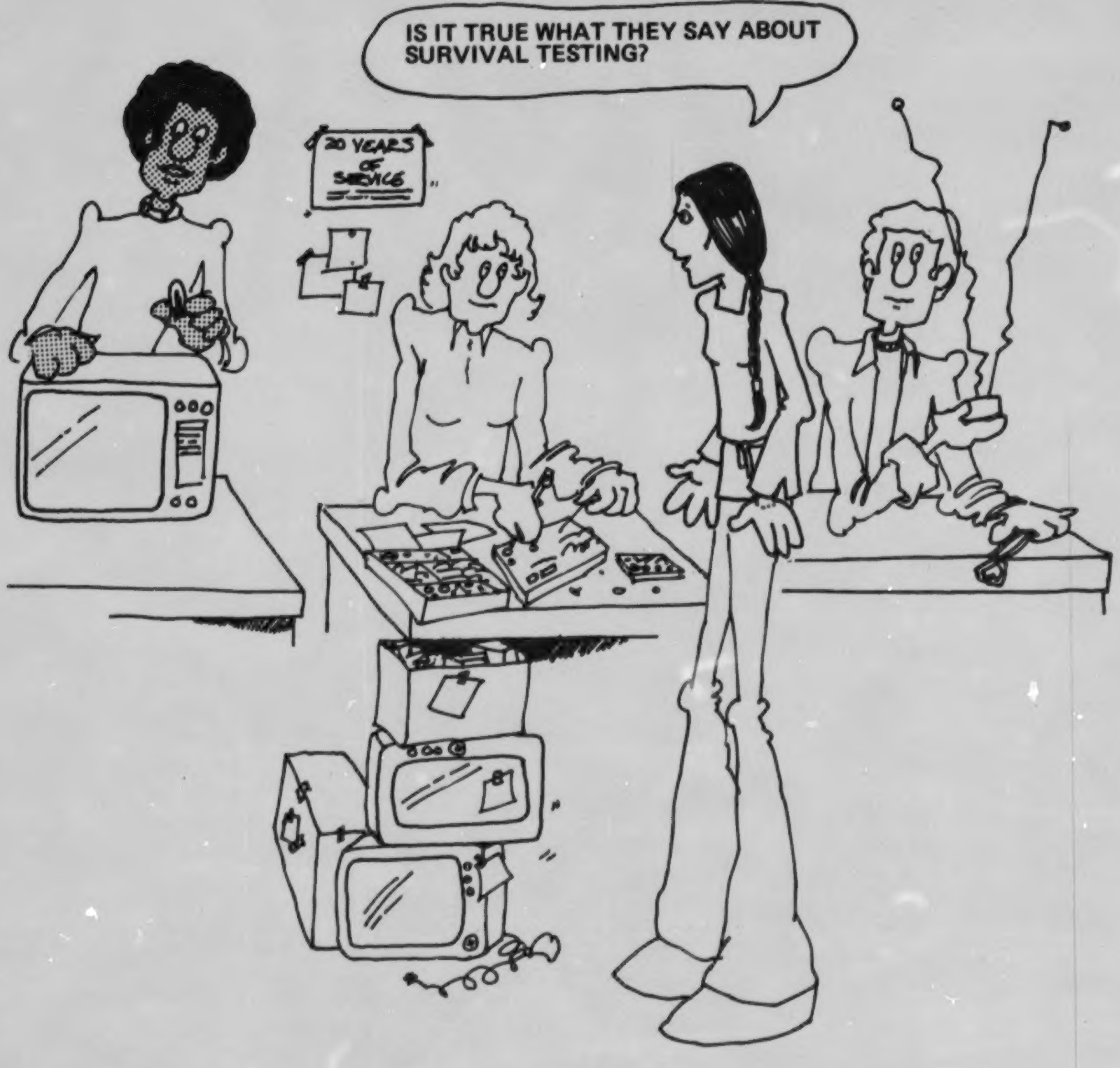

WOMEN DON'T WANT TO DO MEN'S WORK
RECRUITER
CONSTRUCTION TRAILER

REMEMBER WHEN—

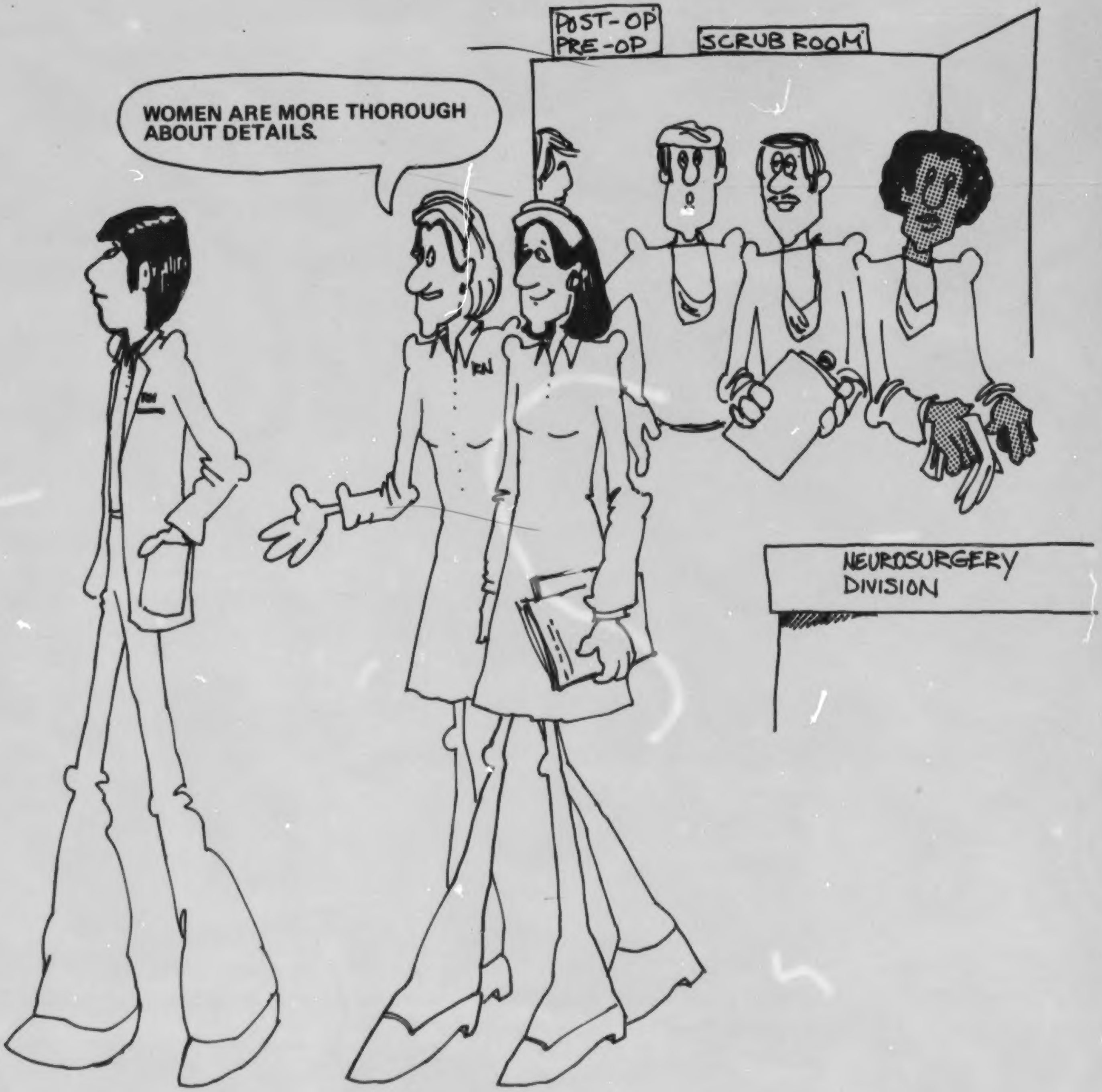
INTERVIEWS WITH EMPLOYERS MEANT . . .


I'M AFRAID THAT, AS A MAN, YOU'D GET THINGS MIXED UP IN THE FILING CABINET.
BOSS
SECRETARY APPLICANT

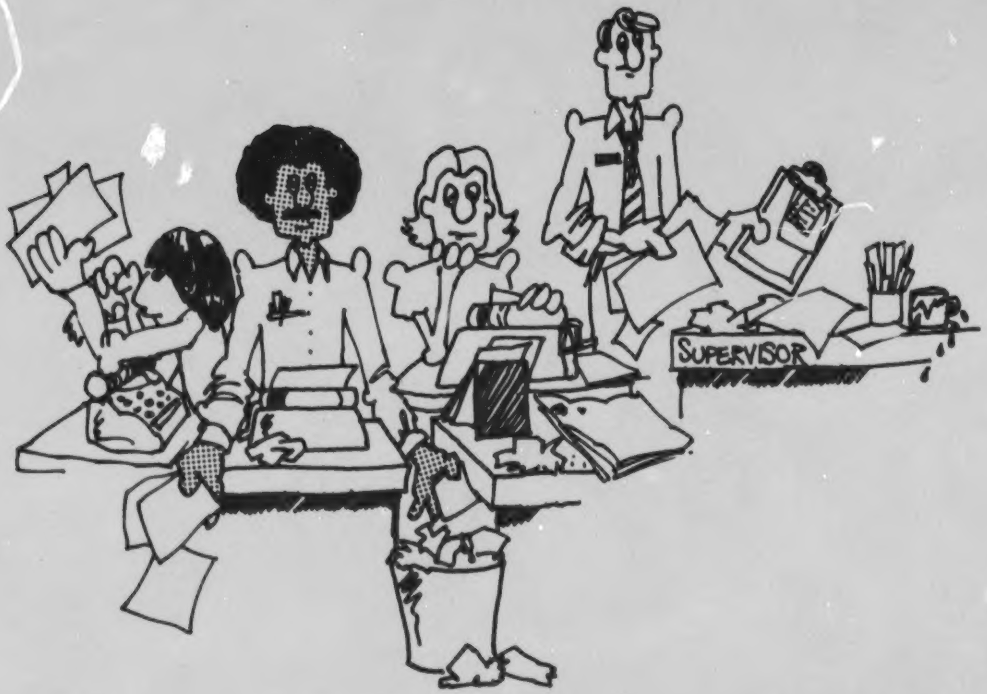
WHAT'S IT BEEN LIKE FOR NONTRADITIONALS?


IS IT TRUE WHAT THEY SAY ABOUT SURVIVAL TESTING?
20 YEARS OF SERVICE

HOW HAVE TRADITIONAL COWORKERS ACCEPTED THEM?


POST-OP
PRE-OP
SCRUB ROOM
WOMEN ARE MORE THOROUGH ABOUT DETAILS.
RN
NEUROSURGERY DIVISION

WORKING, SUPERVISING, AND IRRATIONAL IDEAS


SUPERVISOR

TR III-1

IF YOU APPLY TO THE WORK WORLD ALBERT ELLIS'S PREMISE THAT THOUGHTS CAUSE FEELINGS...

ELEVEN IRRATIONAL IDEAS

(adapted from Ellis and Harper's ten statements)

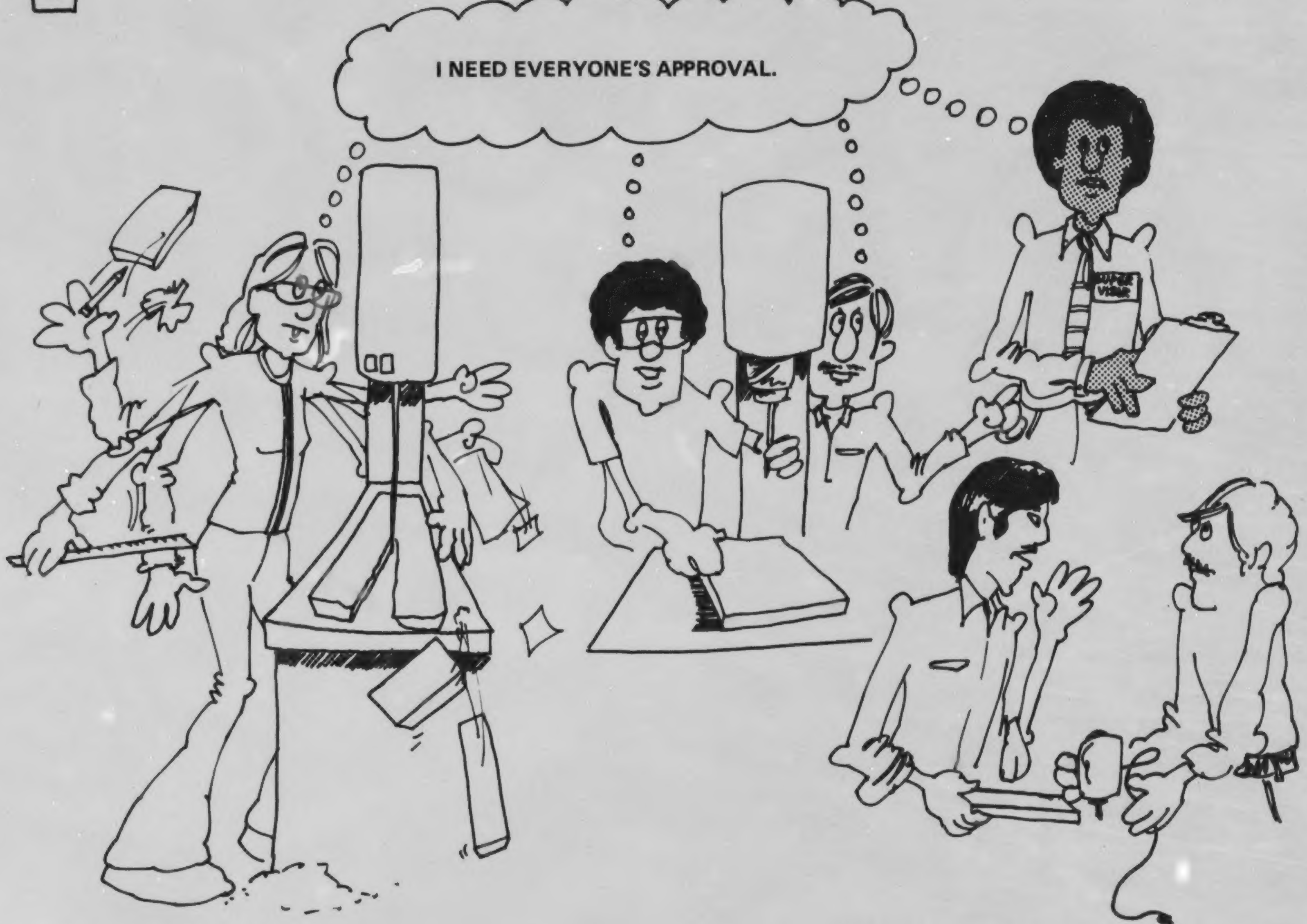
can inhibit productive behavior

in

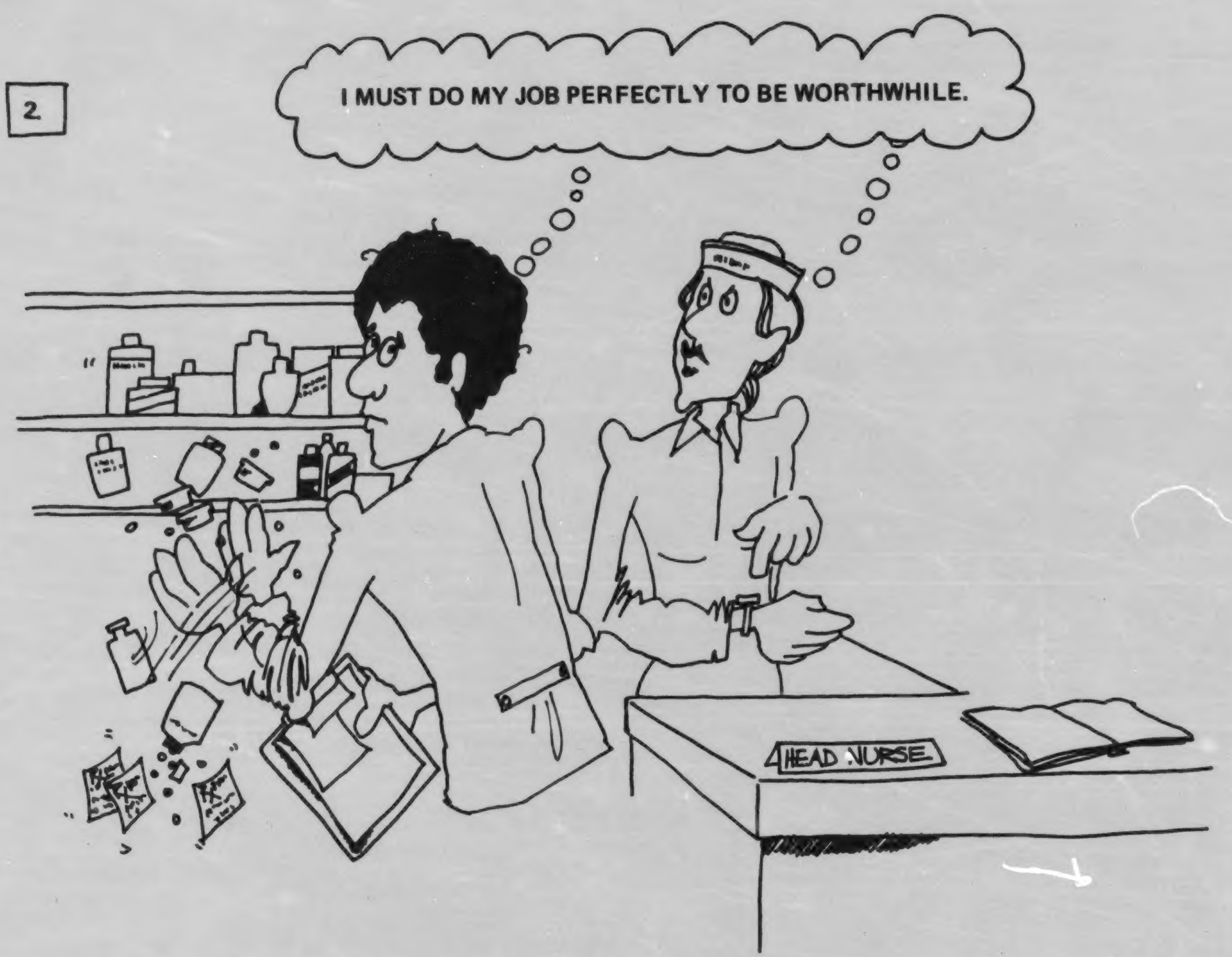
- ✓ SUPERVISORS
- ✓ TRADITIONAL WORKERS
- ✓ NONTRADITIONAL WORKERS

Do any of these examples sound familiar?...

1.

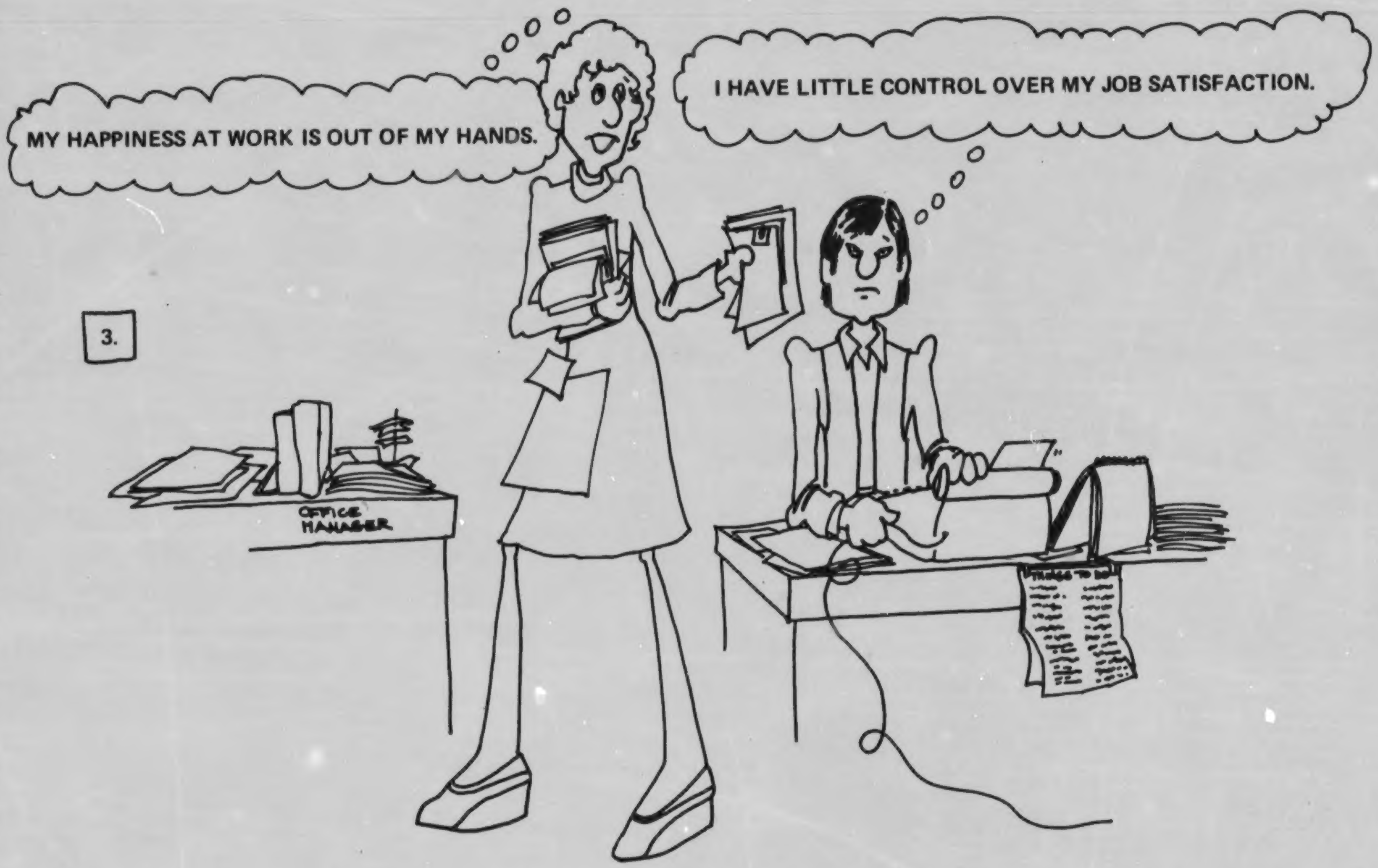

I NEED EVERYONE'S APPROVAL.

2

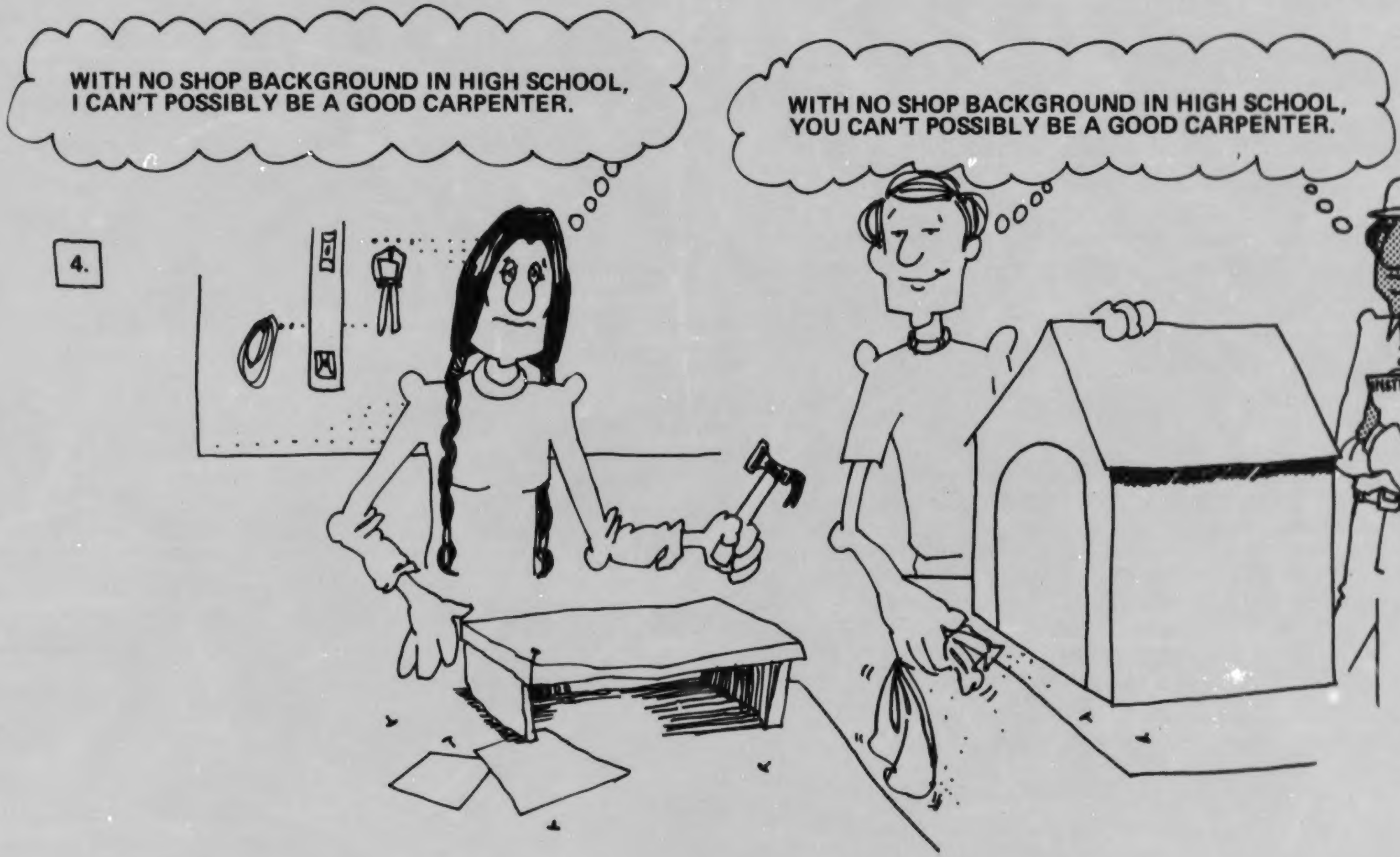

I MUST DO MY JOB PERFECTLY TO BE WORTHWHILE.
HEAD NURSE

TR III-4

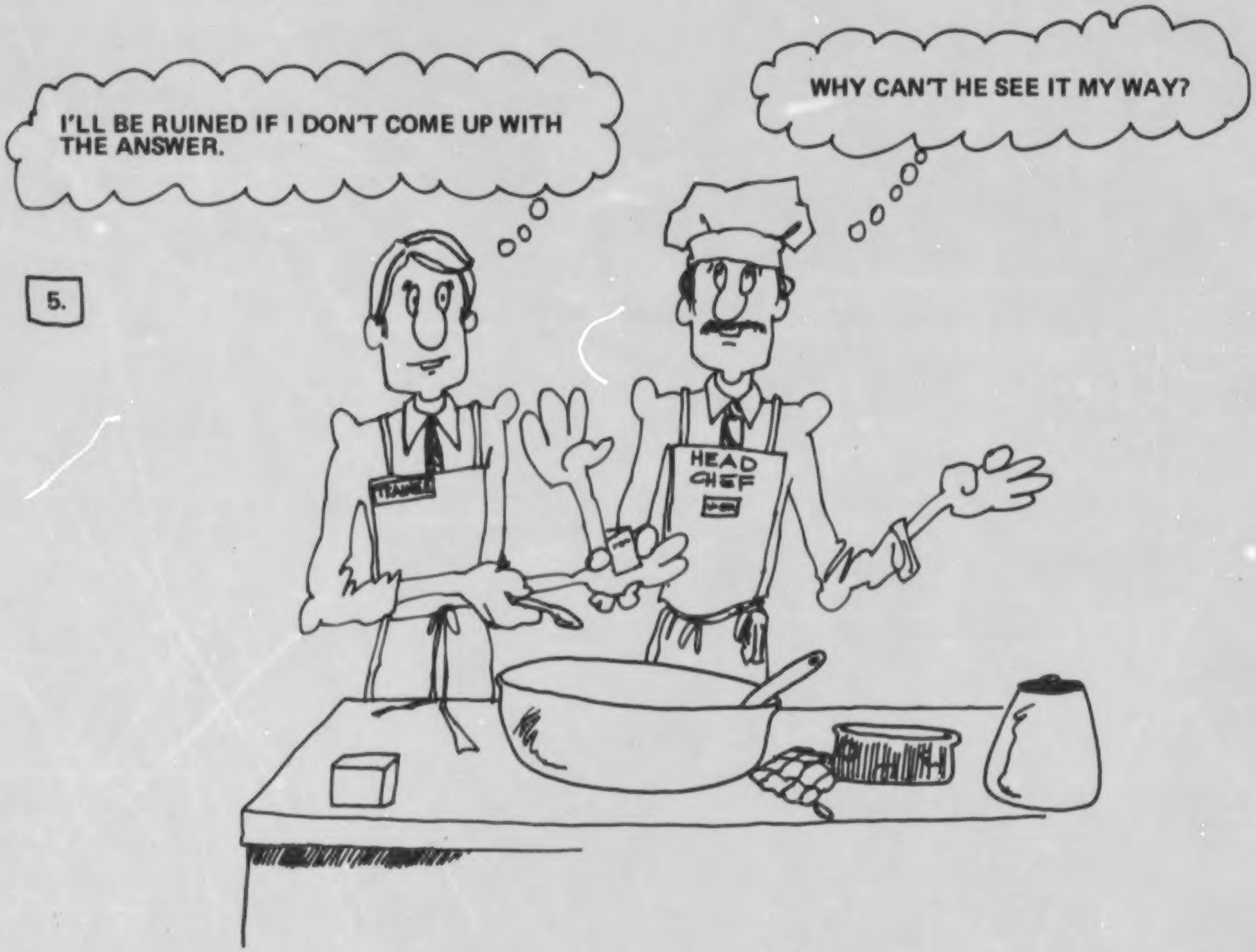
3.


MY HAPPINESS AT WORK IS OUT OF MY HANDS.
I HAVE LITTLE CONTROL OVER MY JOB SATISFACTION.
OFFICE MANAGER
THINGS TO DO

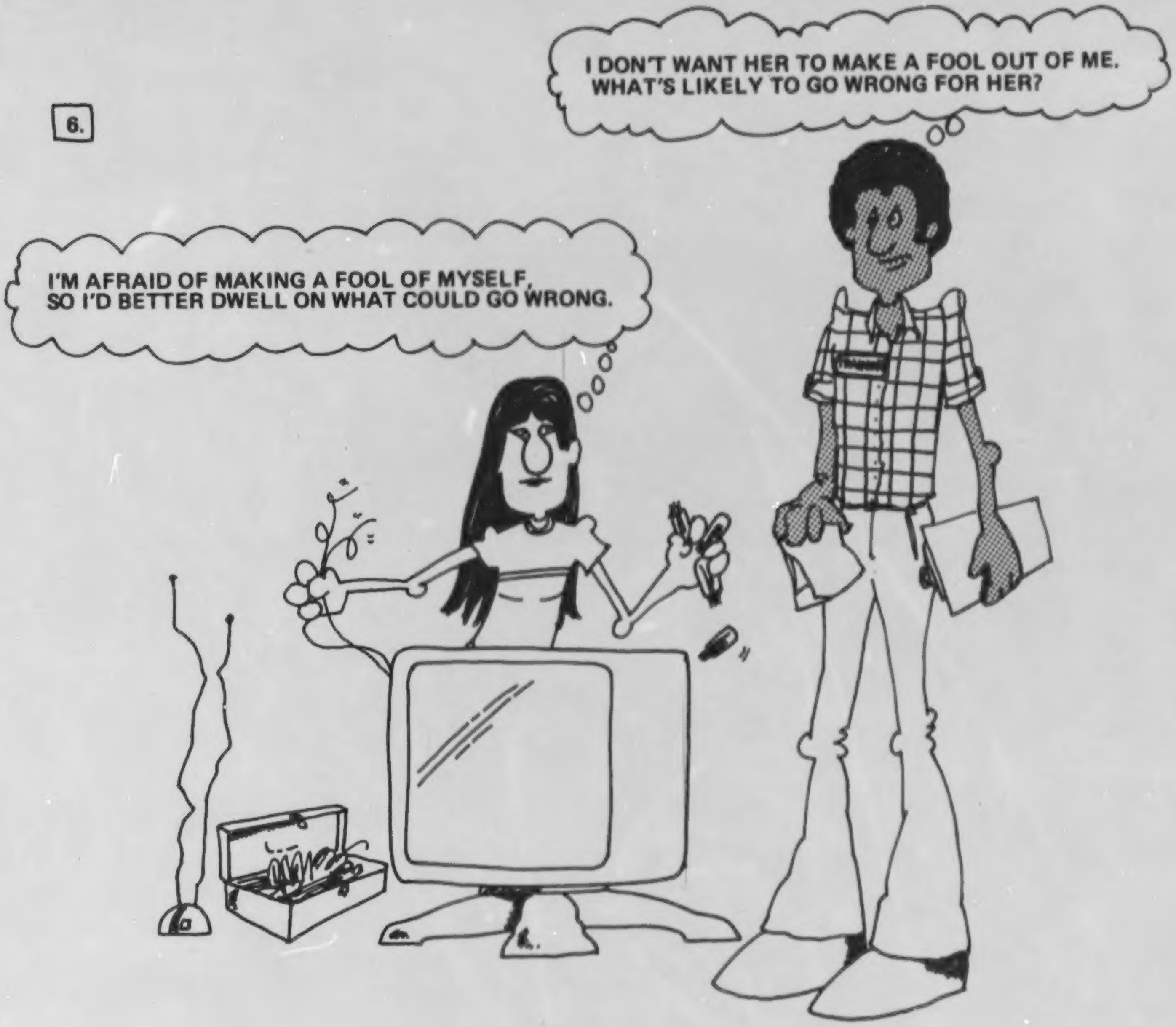
4.


WITH NO SHOP BACKGROUND IN HIGH SCHOOL, I CAN'T POSSIBLY BE A GOOD CARPENTER.
WITH NO SHOP BACKGROUND IN HIGH SCHOOL, YOU CAN'T POSSIBLY BE A GOOD CARPENTER.
INSTRUCTOR

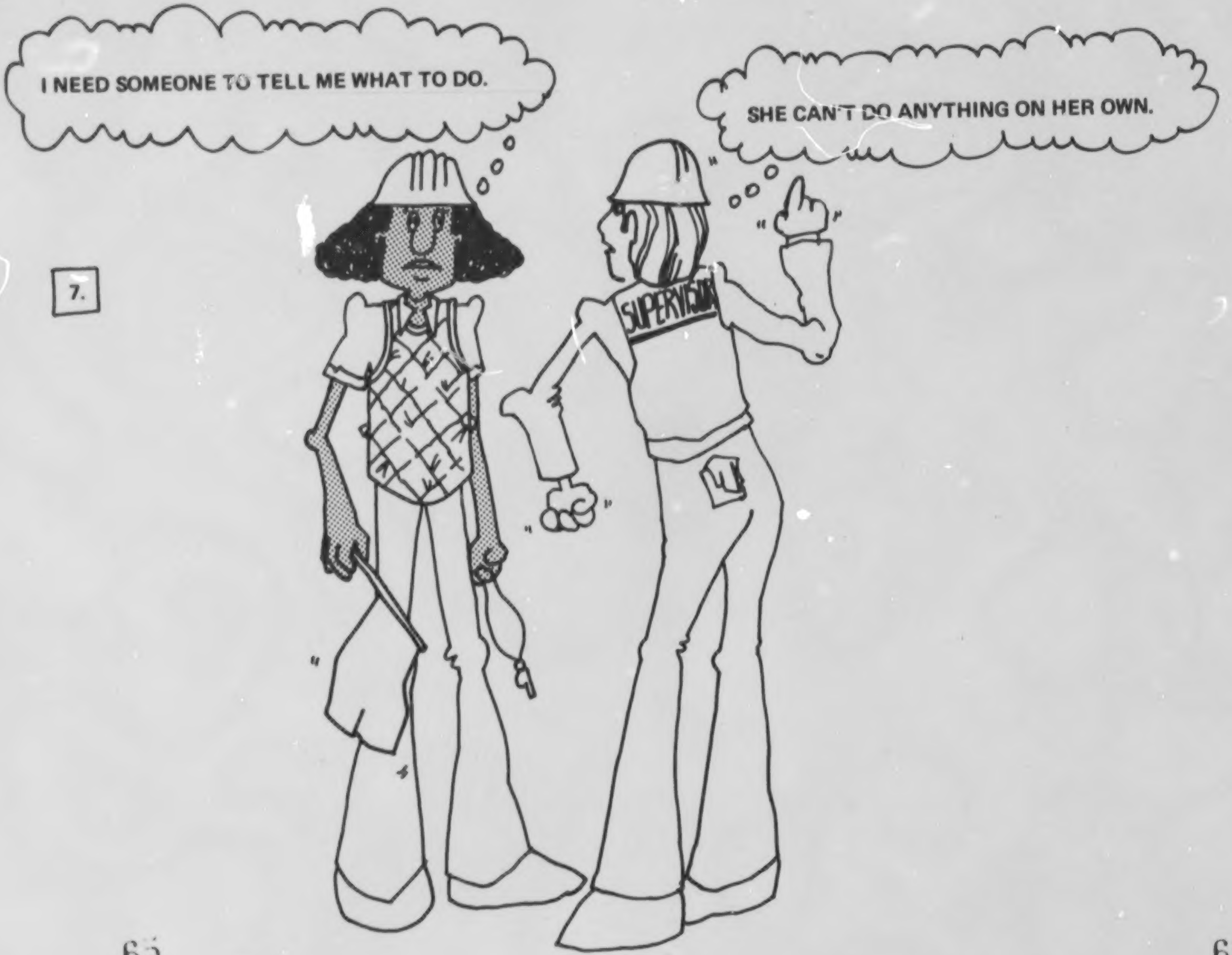
5.


I'LL BE RUINED IF I DON'T COME UP WITH THE ANSWER.
WHY CAN'T HE SEE IT MY WAY?
HEAD CHEF

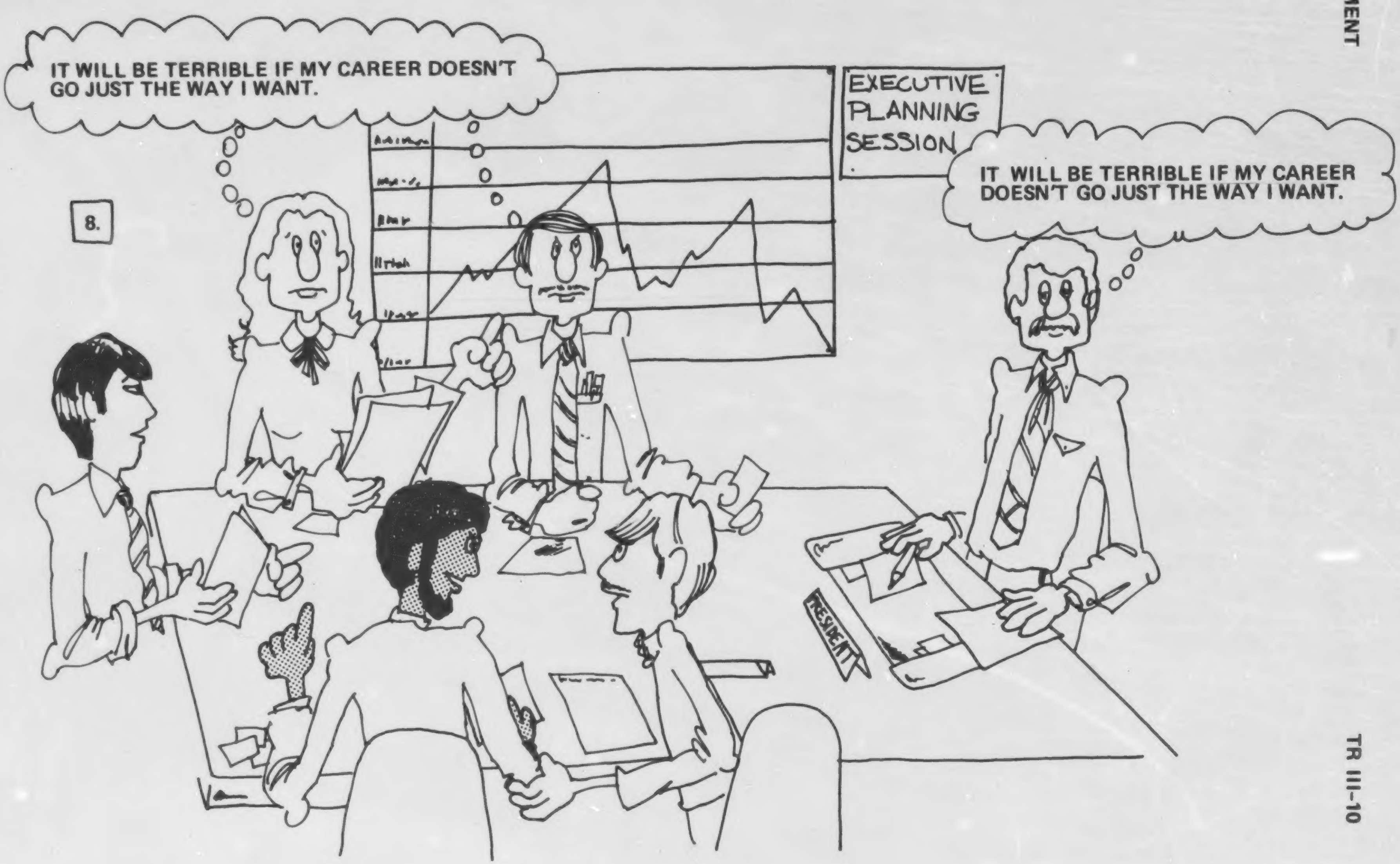
6.


I DON'T WANT HER TO MAKE A FOOL OUT OF ME.
WHAT'S LIKELY TO GO WRONG FOR HER?
I'M AFRAID OF MAKING A FOOL OF MYSELF,
SO I'D BETTER DWELL ON WHAT COULD GO WRONG.

7.

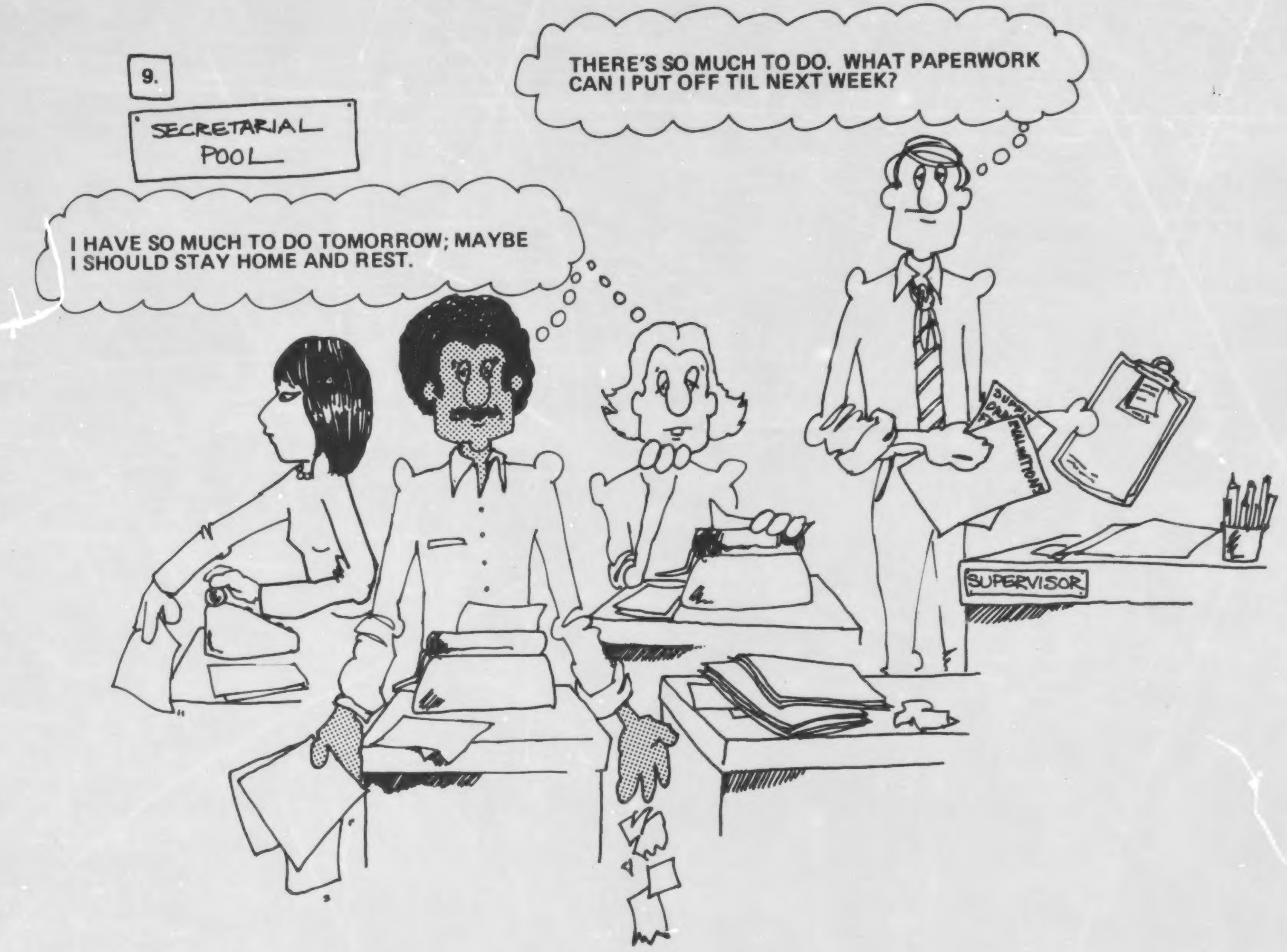

I NEED SOMEONE TO TELL ME WHAT TO DO.
SHE CAN'T DO ANYTHING ON HER OWN.
SUPERVISOR

8.

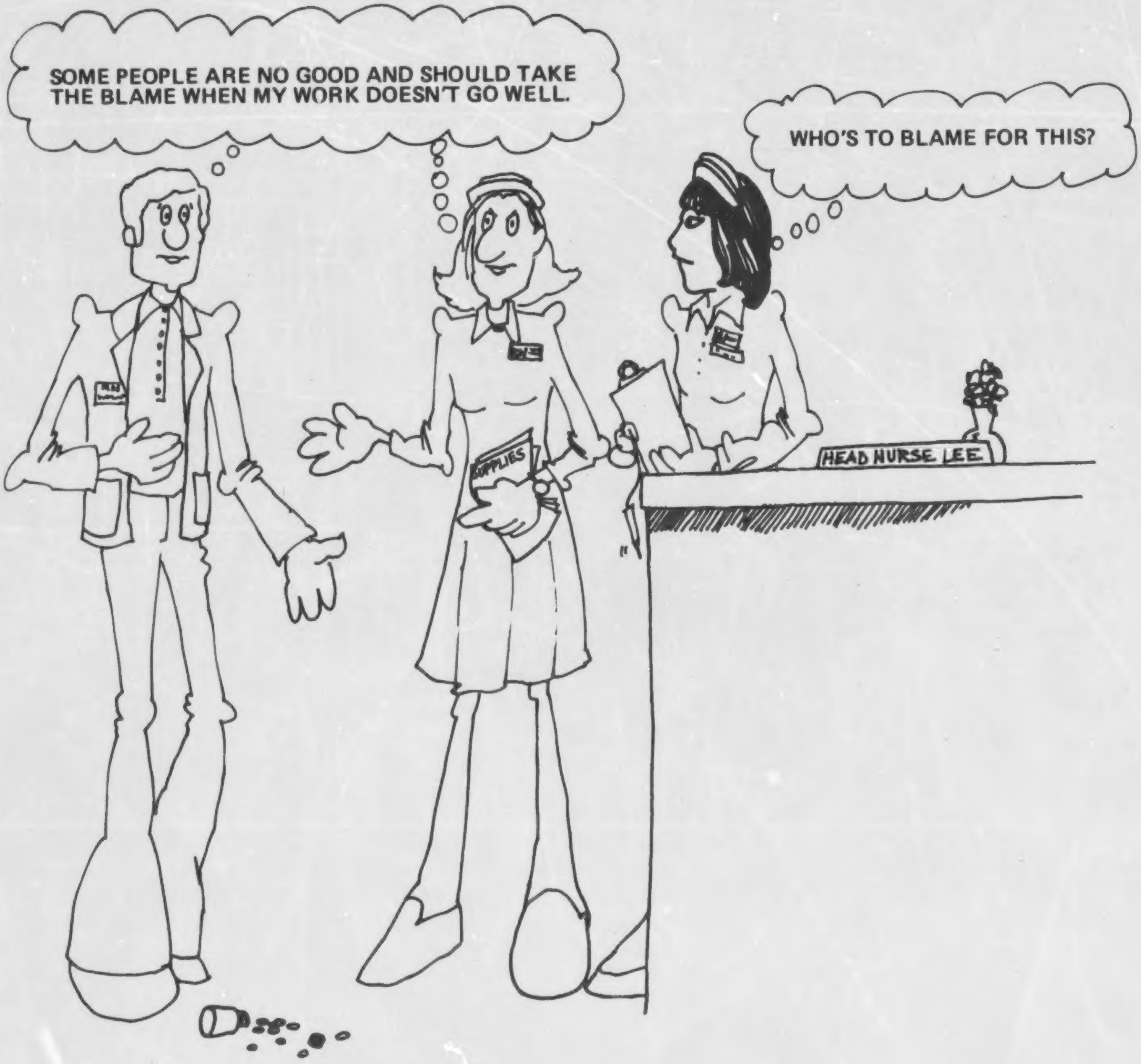

IT WILL BE TERRIBLE IF MY CAREER DOESN'T GO JUST THE WAY I WANT.
EXECUTIVE PLANNING SESSION
IT WILL BE TERRIBLE IF MY CAREER DOESN'T GO JUST THE WAY I WANT.
PRESIDENT

TR III-10

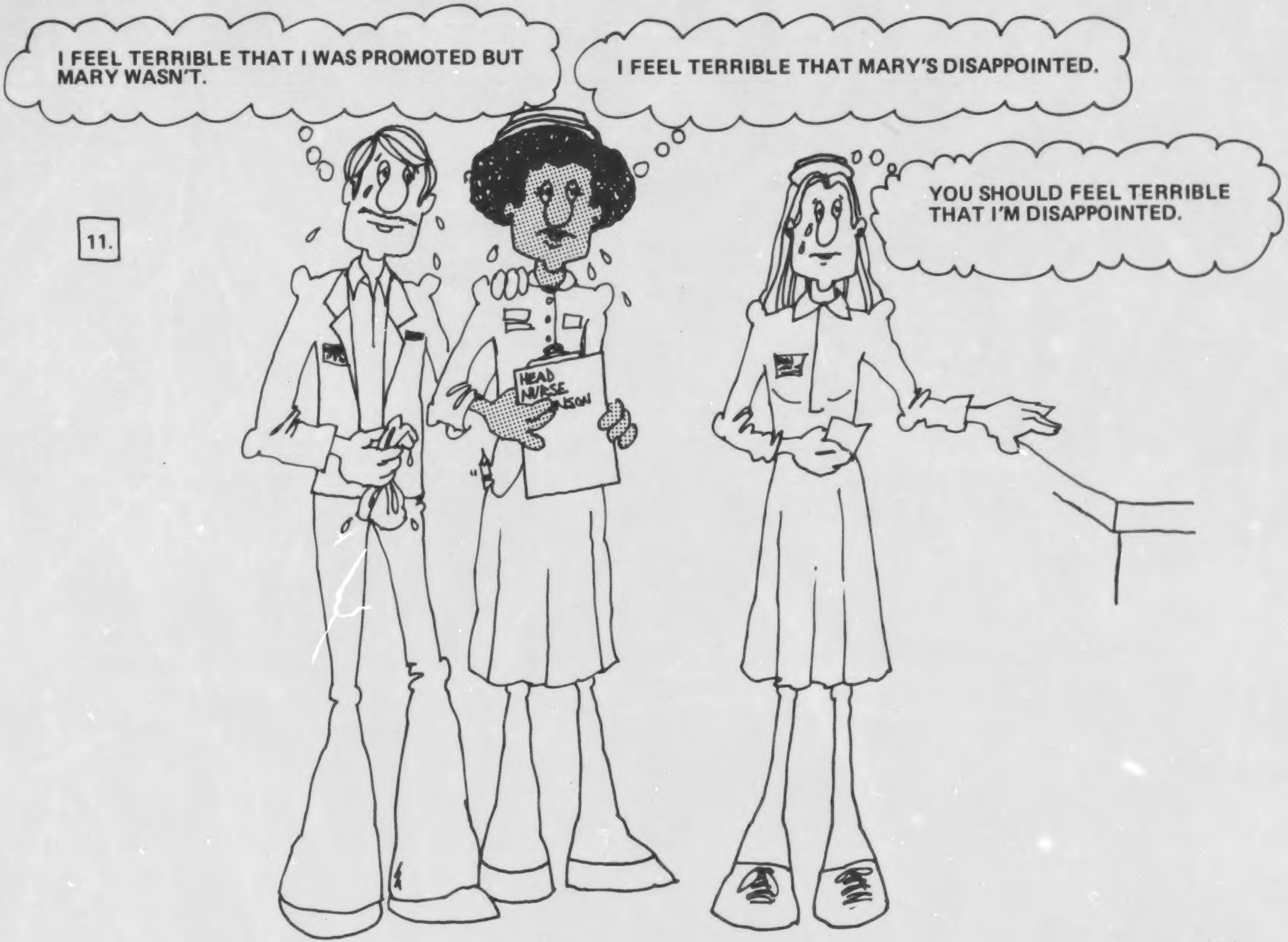
9.


SECRETARIAL POOL
I HAVE SO MUCH TO DO TOMORROW; MAYBE I SHOULD STAY HOME AND REST.
THERE'S SO MUCH TO DO. WHAT PAPERWORK CAN I PUT OFF TIL NEXT WEEK?
SUPPLY
EVALUATIONS
SUPERVISOR

10.


SOME PEOPLE ARE NO GOOD AND SHOULD TAKE THE BLAME WHEN MY WORK DOESN'T GO WELL.
WHO'S TO BLAME FOR THIS?
SUPPLIES
HEAD NURSE LEE

11.


I FEEL TERRIBLE THAT I WAS PROMOTED BUT MARY WASN'T.
I FEEL TERRIBLE THAT MARY'S DISAPPOINTED.
YOU SHOULD FEEL TERRIBLE THAT I'M DISAPPOINTED.
HEAD NURSE
NSON

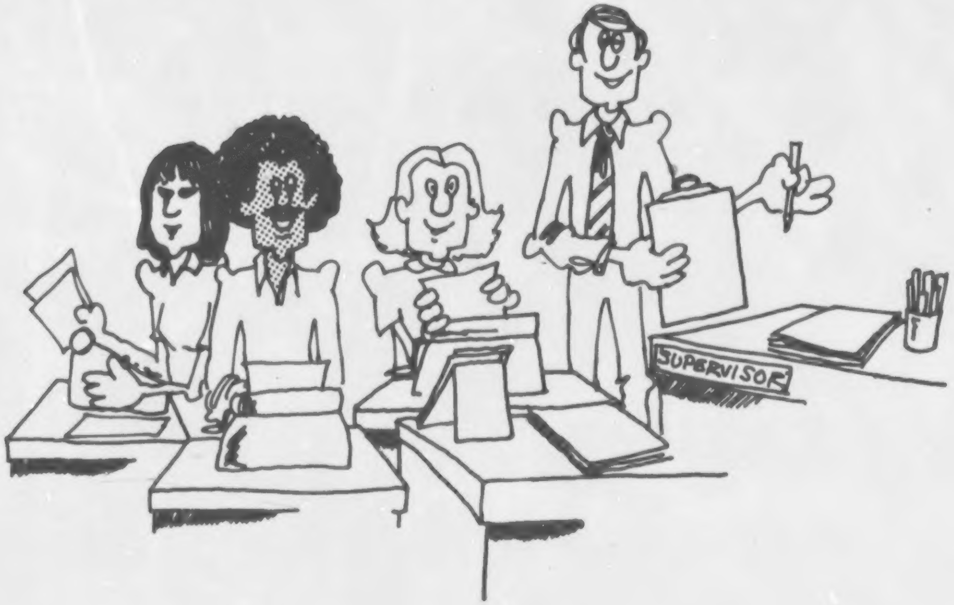
NOW WE KNOW THE PROBLEM

WHAT'S THE SOLUTION? → PART OF THE PROBLEM!

You Can Change Behavior By Changing
ELEVEN IRRATIONAL IDEAS

in

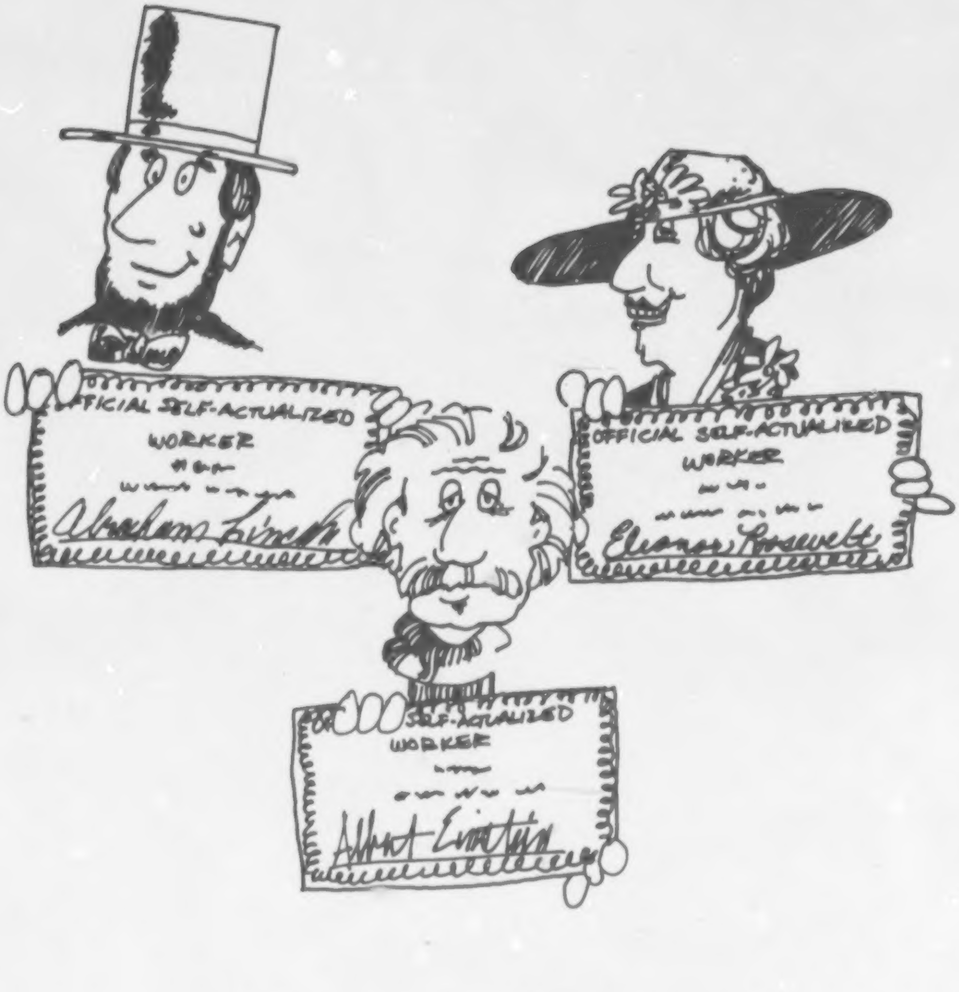
- ✓ SUPERVISORS
- ✓ TRADITIONAL WORKERS
- ✓ NONTRADITIONAL WORKERS



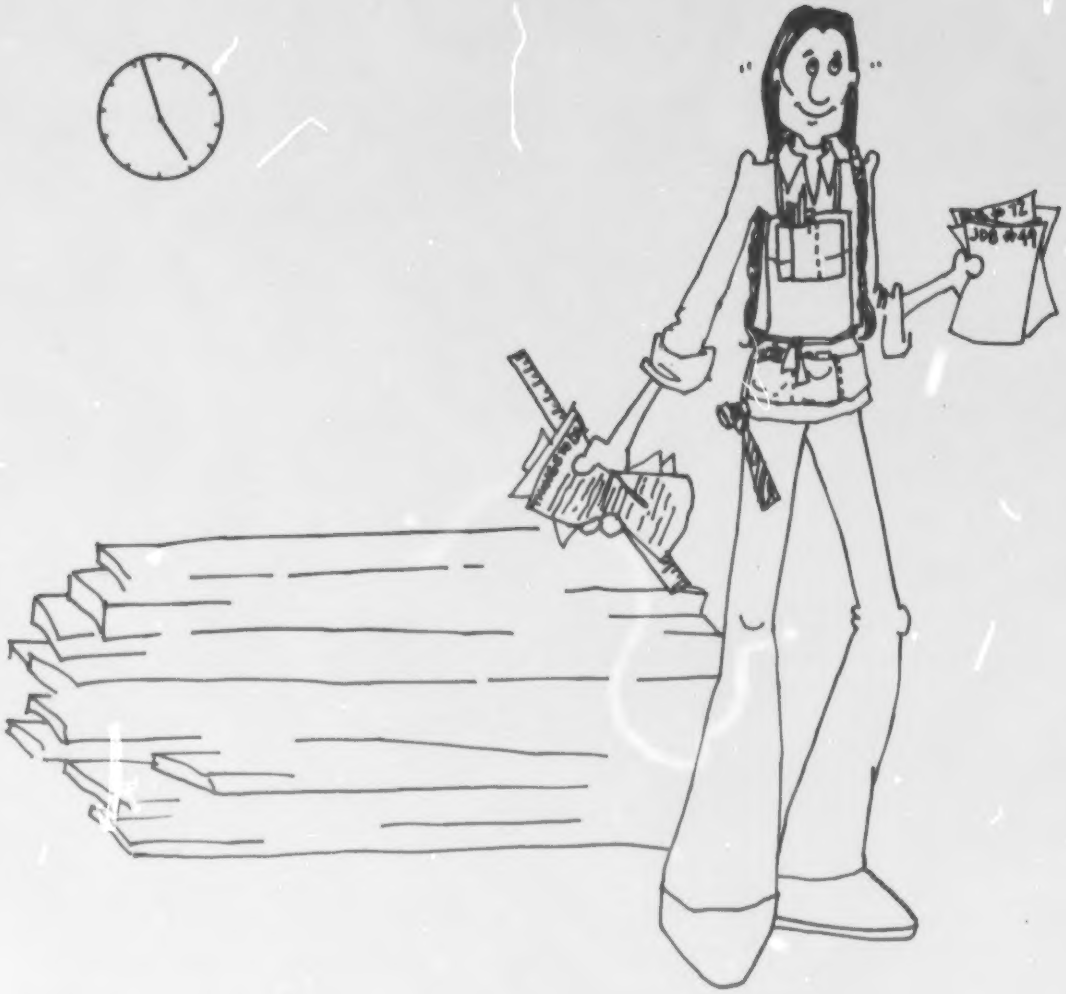
TR III-14

A PROFILE OF THE SELF-ACTUALIZED NONTRADITIONAL WORKER

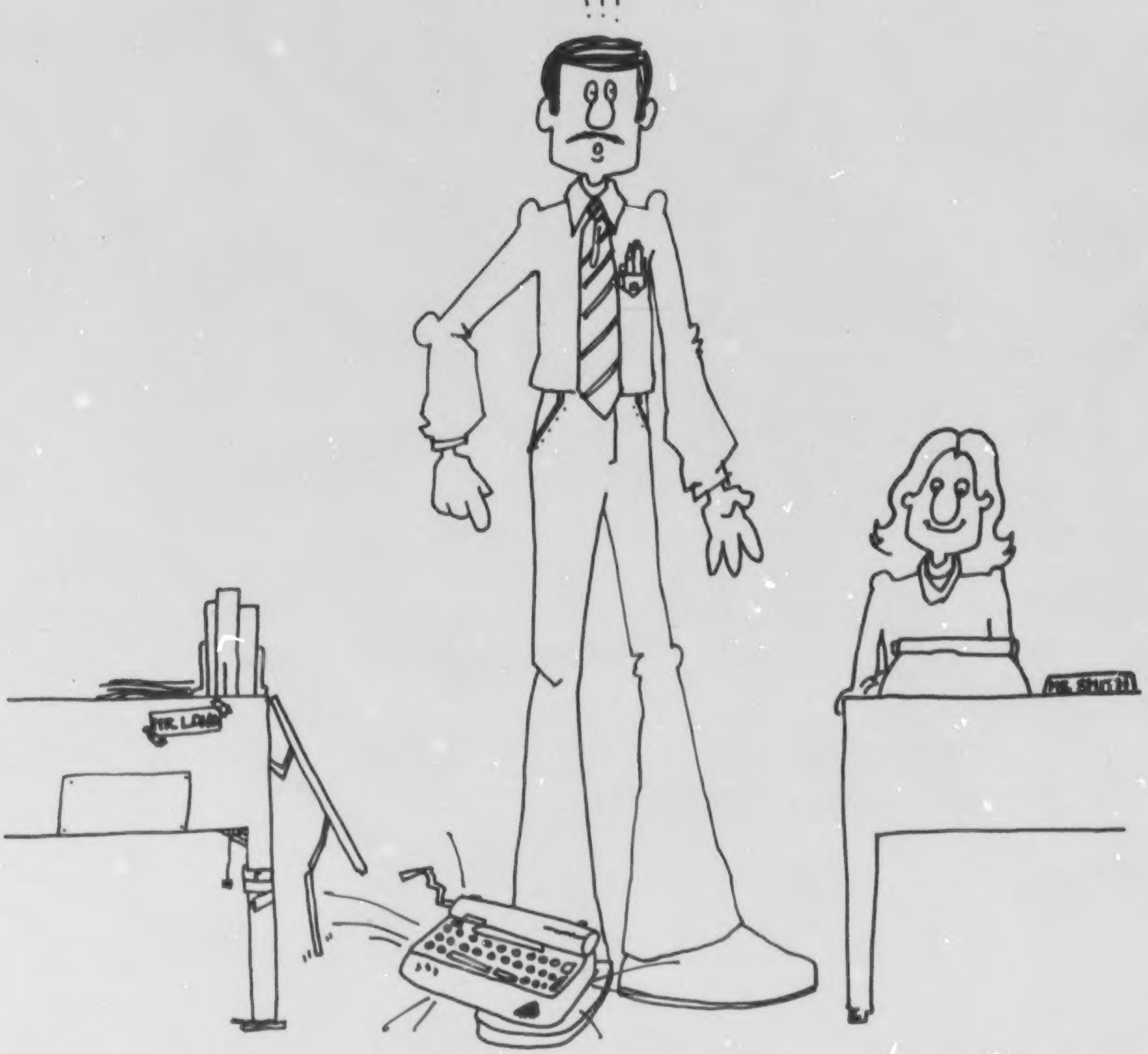
ABRAHAM MASLOW FOUND 16 CHARACTERISTICS IN FAMOUS SELF-ACTUALIZED PERSONS.


OFFICIAL SELF-ACTUALIZED WORKER
Abraham Lincoln
OFFICIAL SELF-ACTUALIZED WORKER
Eleanor Roosevelt
SELF-ACTUALIZED WORKER
Albert Einstein

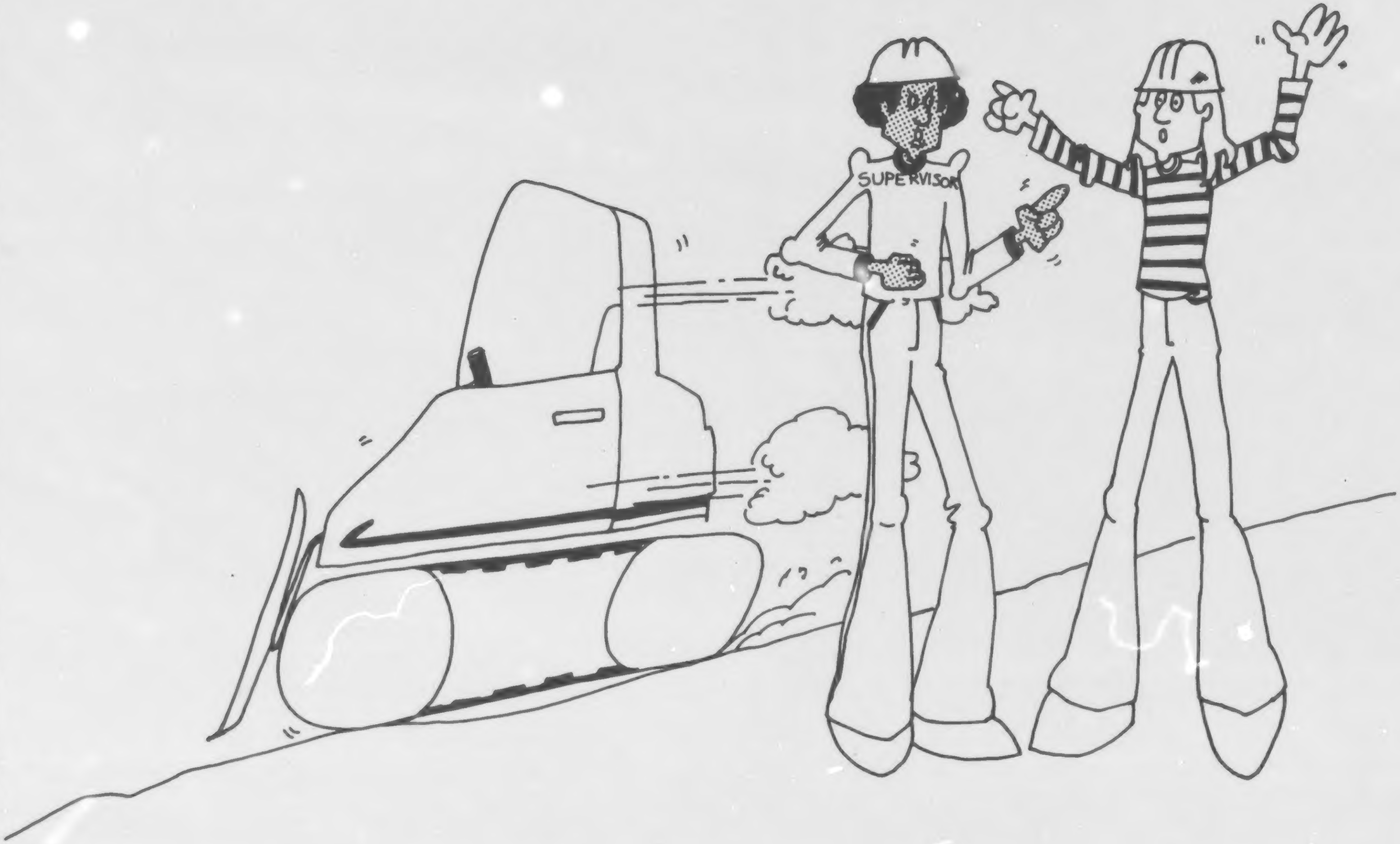
TO BE PRODUCTIVE ON THE JOB,
WE ALL NEED TO BE SELF-ACTUALIZED.
HOW MUCH SUPPORT CAN YOU PROVIDE TO HELP
A NONTRADITIONAL WORKER OR STUDENT...



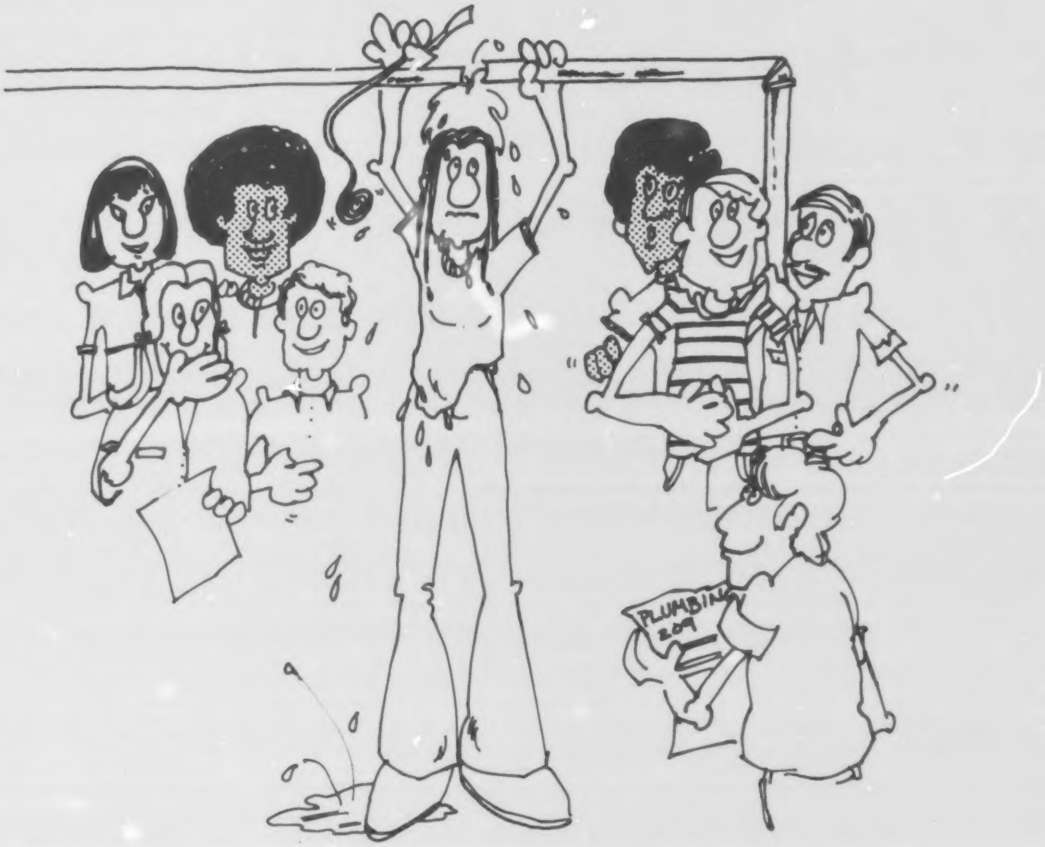
1. BE REALISTICALLY ORIENTED?


!!!
MR. LONG
MS. SMITH

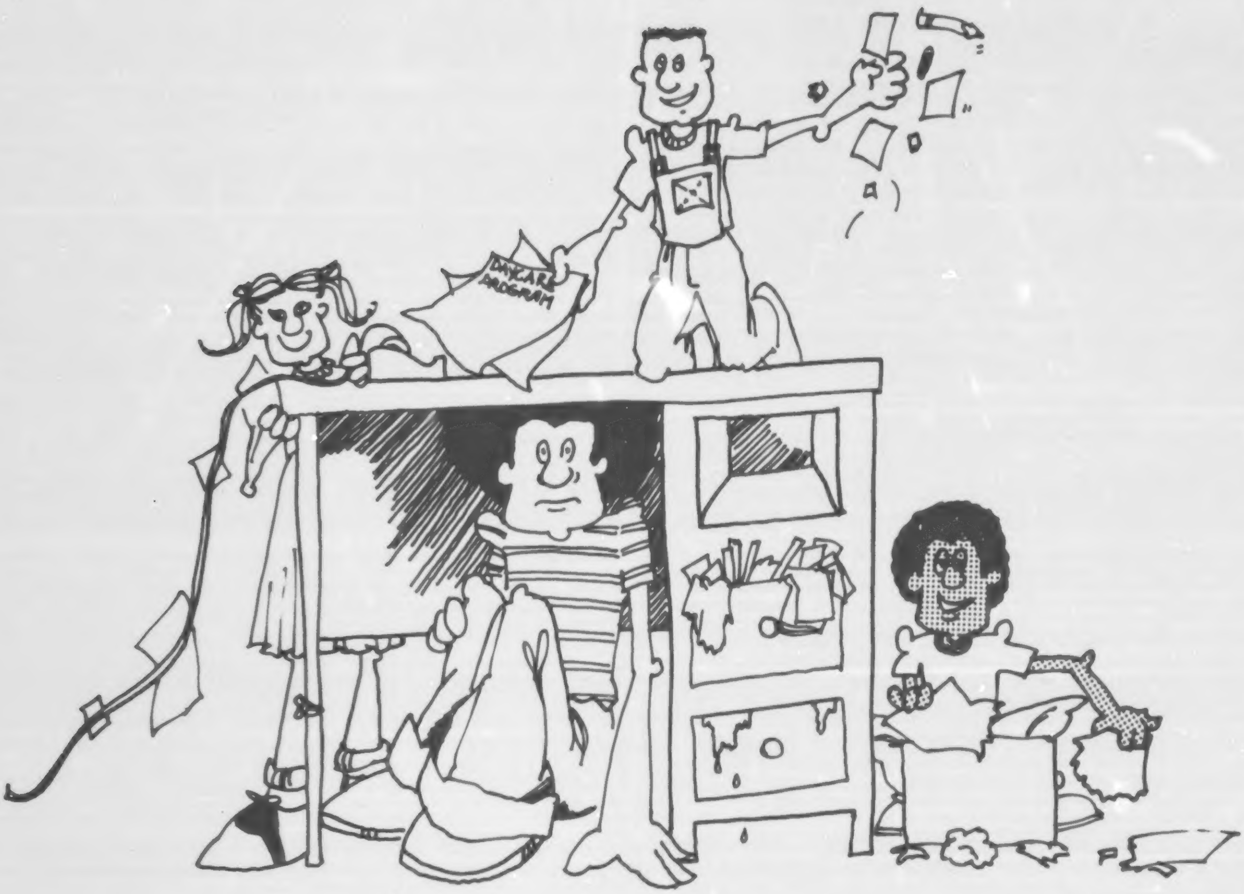
2. ACCEPT LIFE ON ITS OWN TERMS?


SUPERVISOR

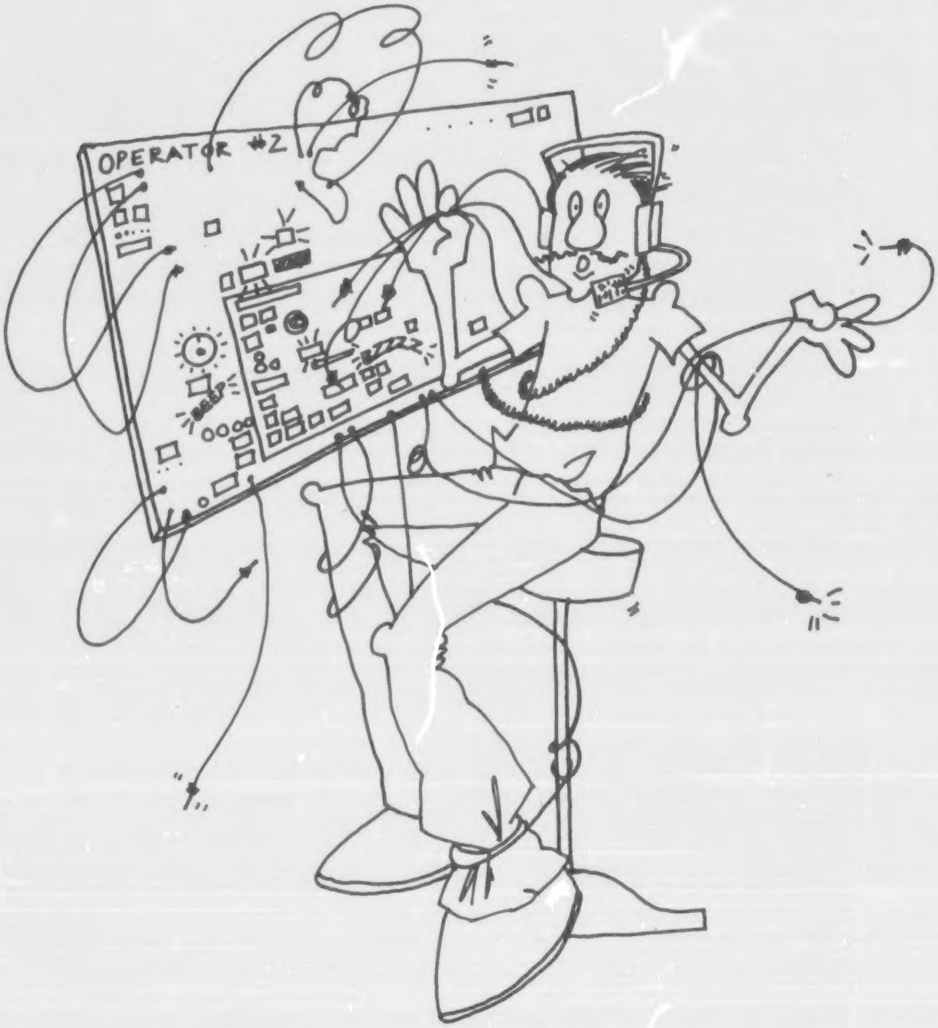
3. BE SPONTANEOUS?


PLUMBING 209

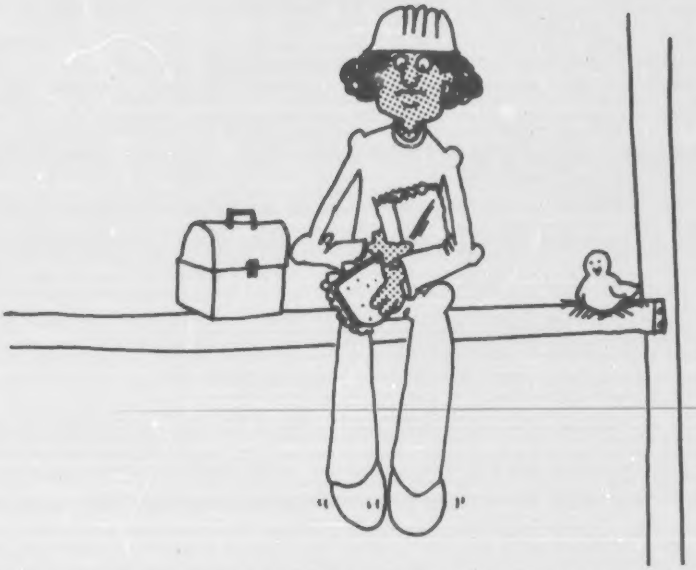
4. BE PROBLEM-CENTERED, NOT SELF-CENTERED?


DAYCARE PROGRAM

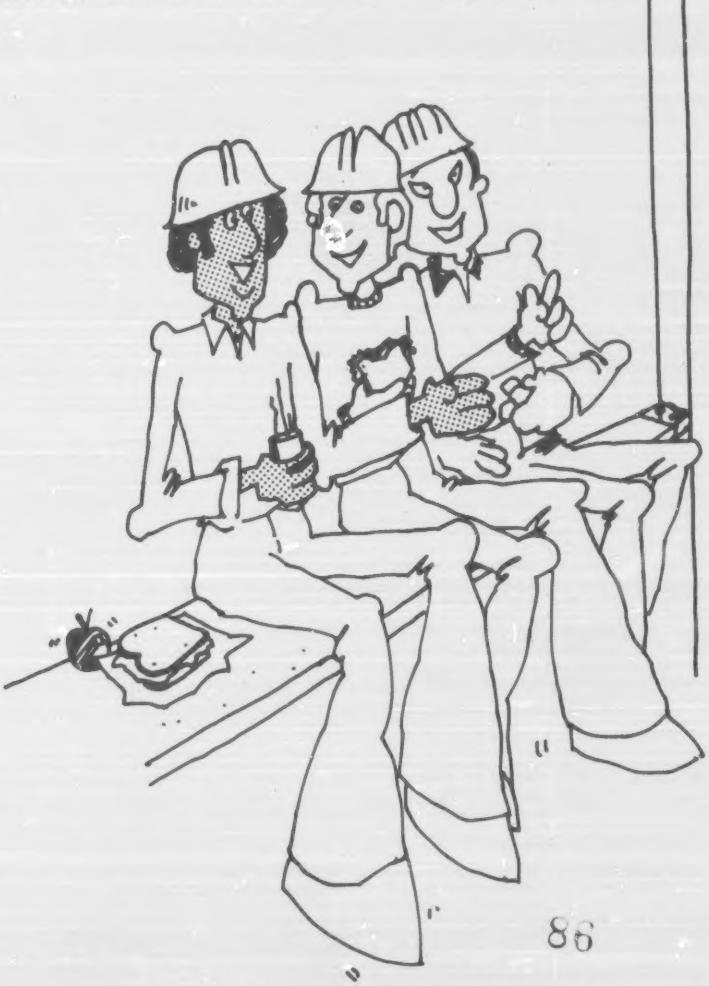
5. FIND PRIVACY?

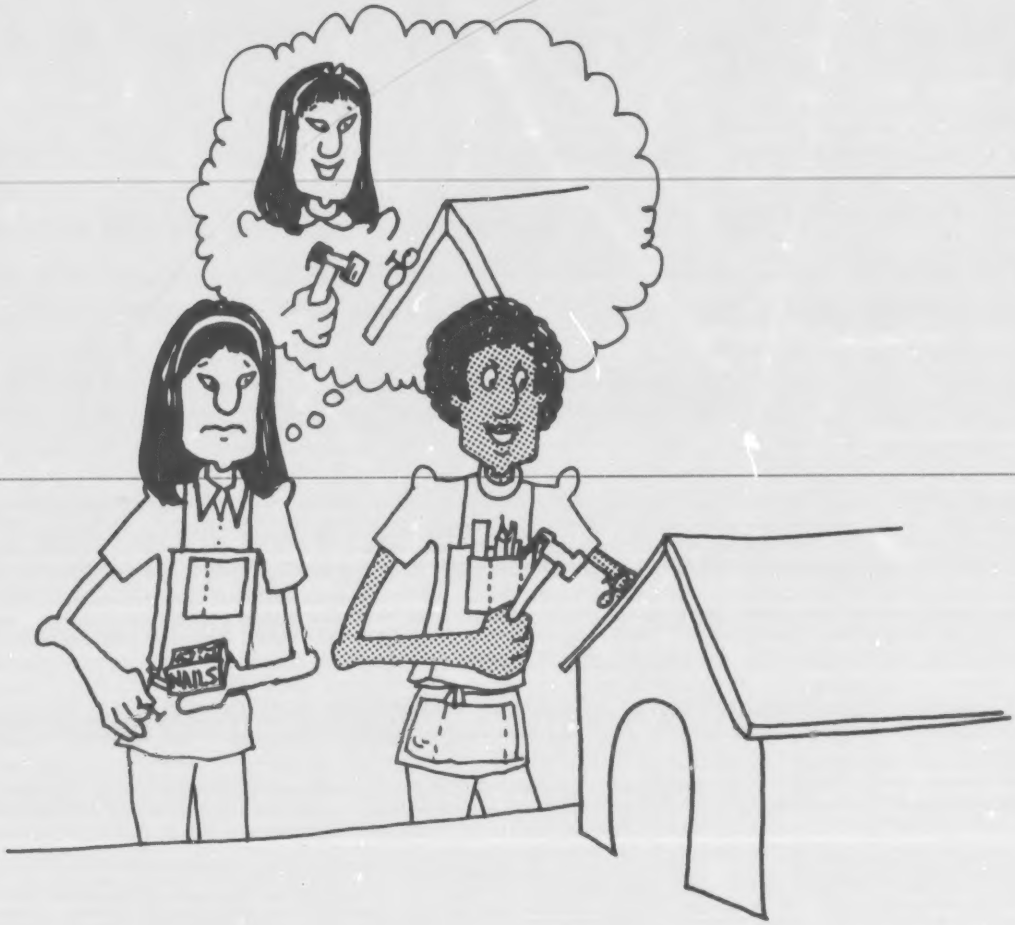


6. BE INDEPENDENT?

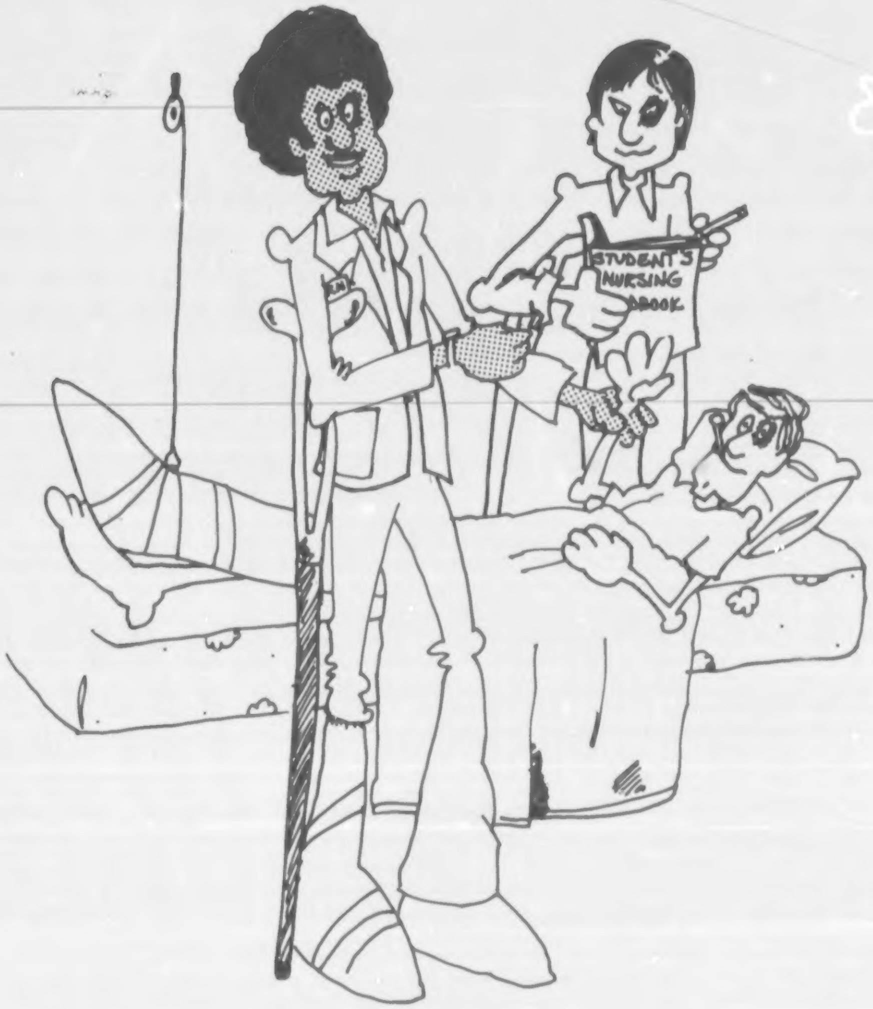


7. HAVE A FRESH APPRECIATION OF PEOPLE AND THINGS?

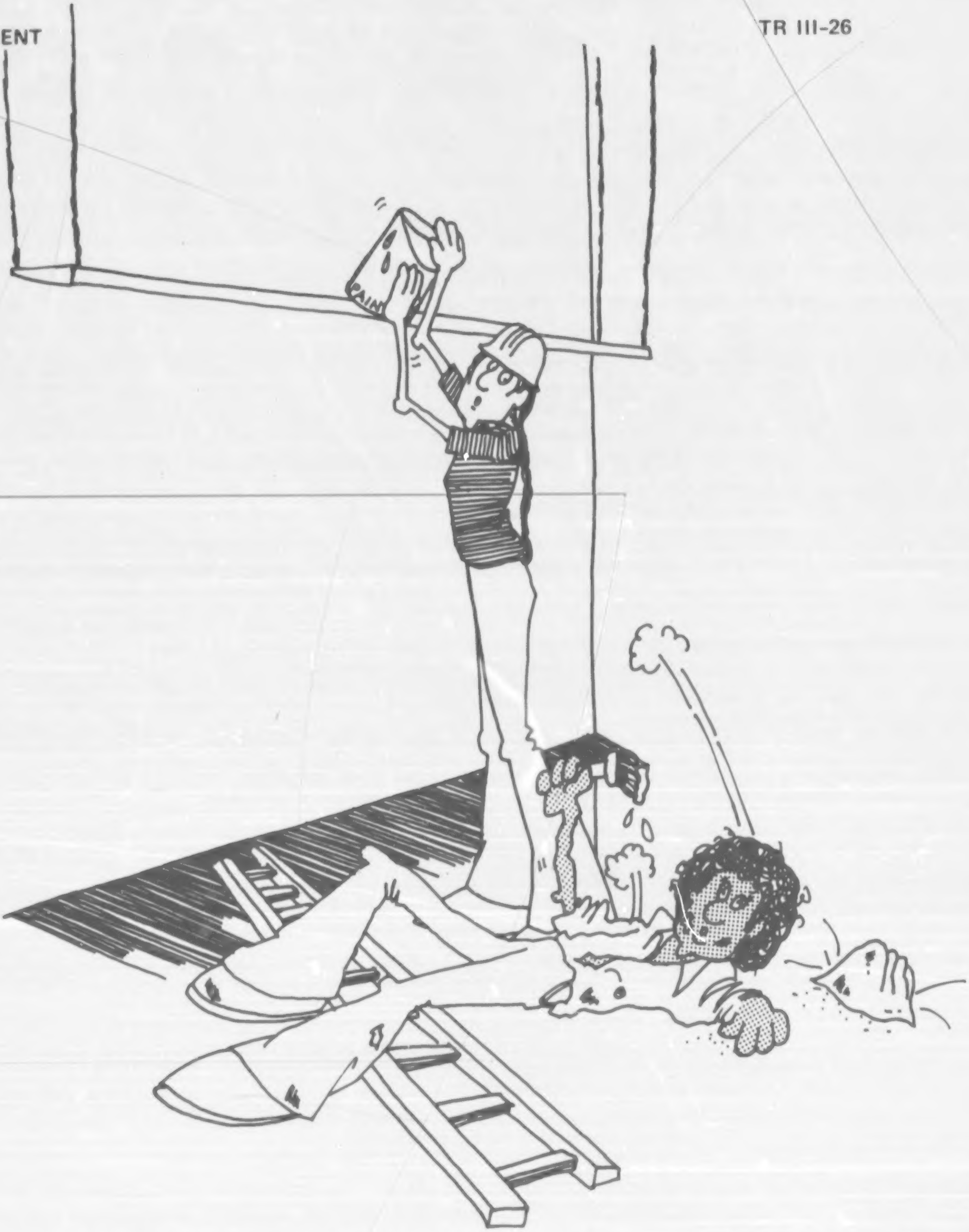




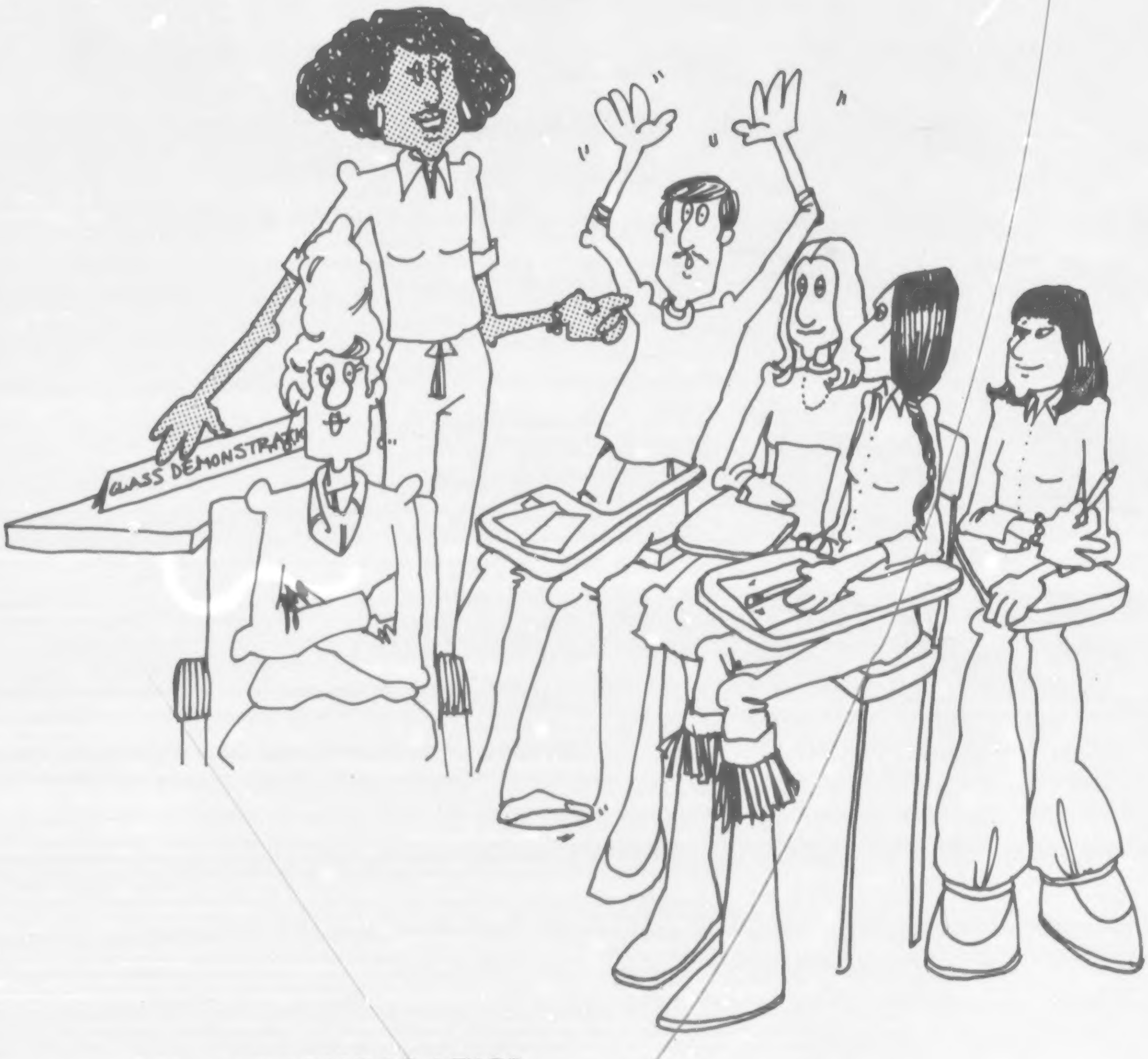
8. HAVE PROFOUND EXPERIENCES?


STUDENT'S
NURSING
DBOOK

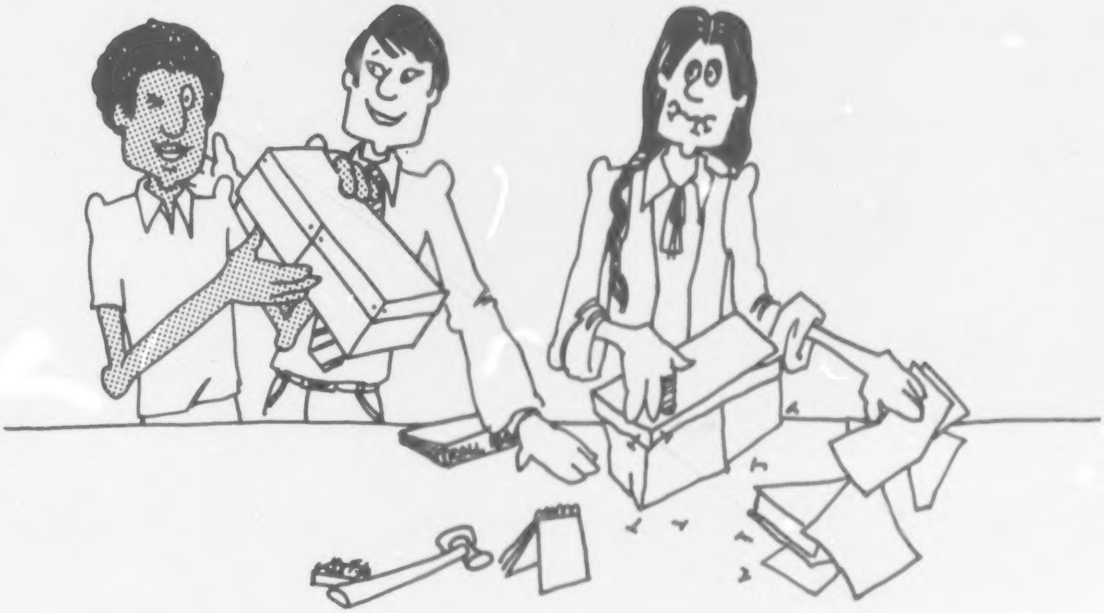
9. IDENTIFY WITH HUMANITY?



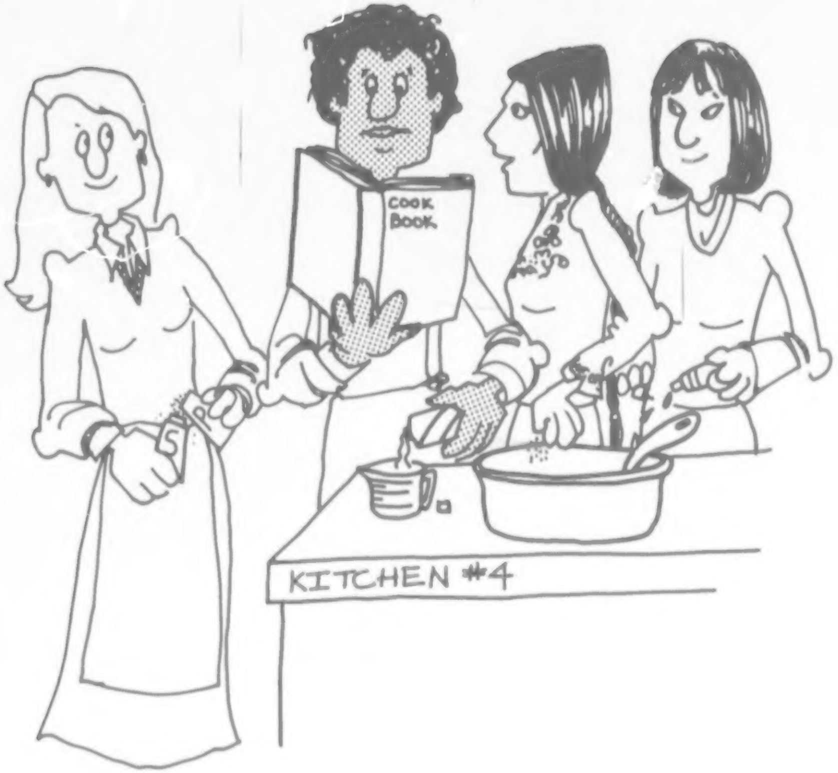
10. HAVE SIGNIFICANT, NOT SUPERFICIAL RELATIONSHIPS WITH SPECIAL FRIENDS?


CLASS DEMONSTRATION

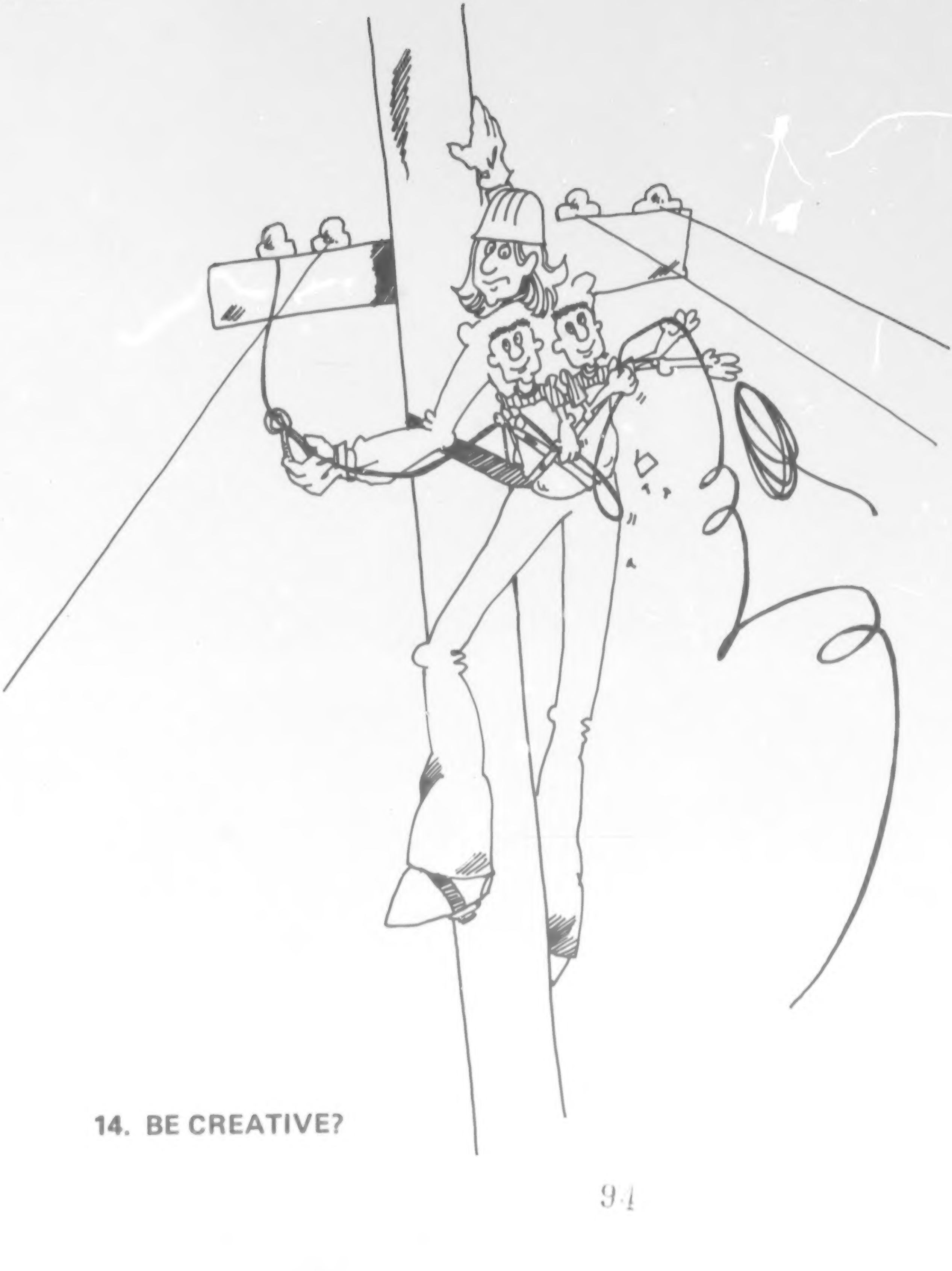
11. BE DEMOCRATIC?



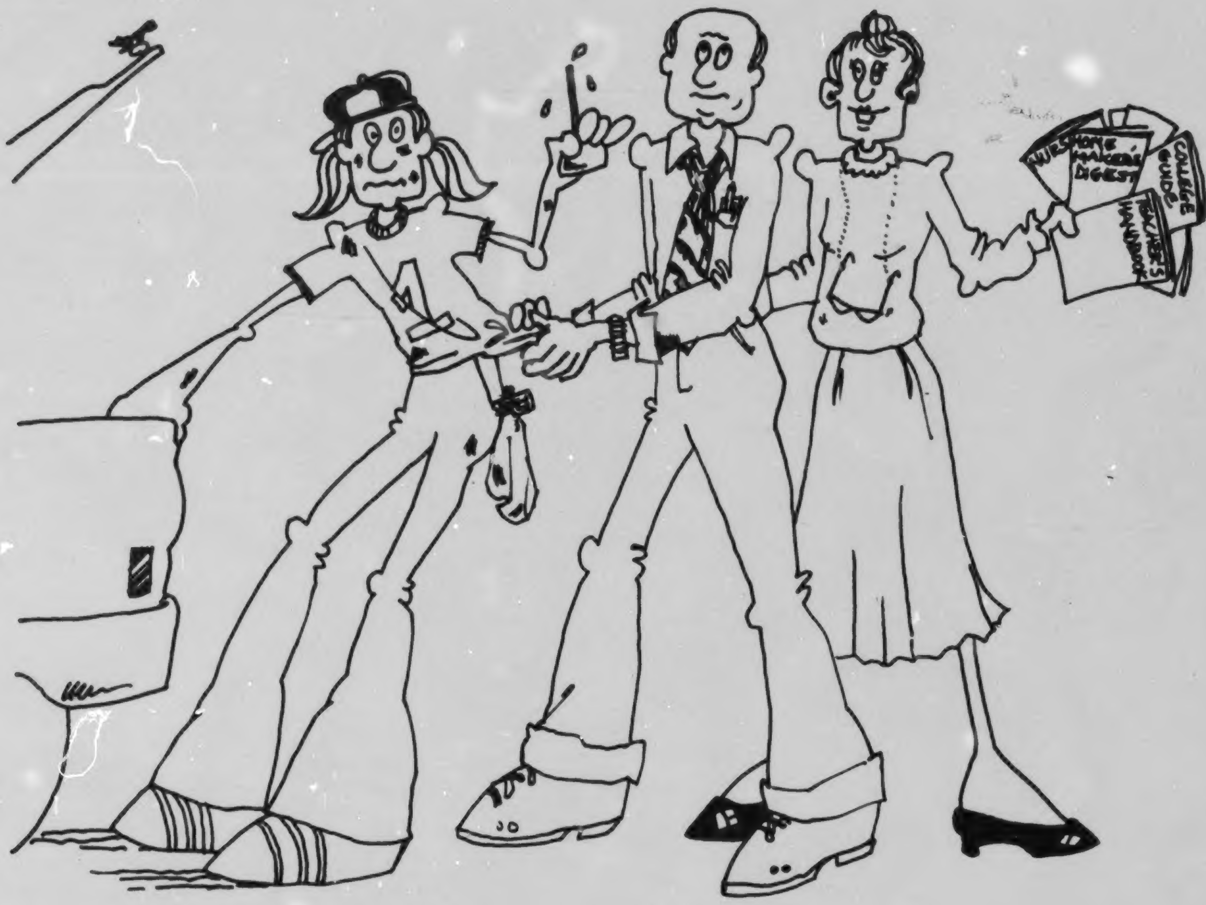
12. KEEP MEANS AND ENDS STRAIGHT?


COOK
BOOK
S
P
KITCHEN #4

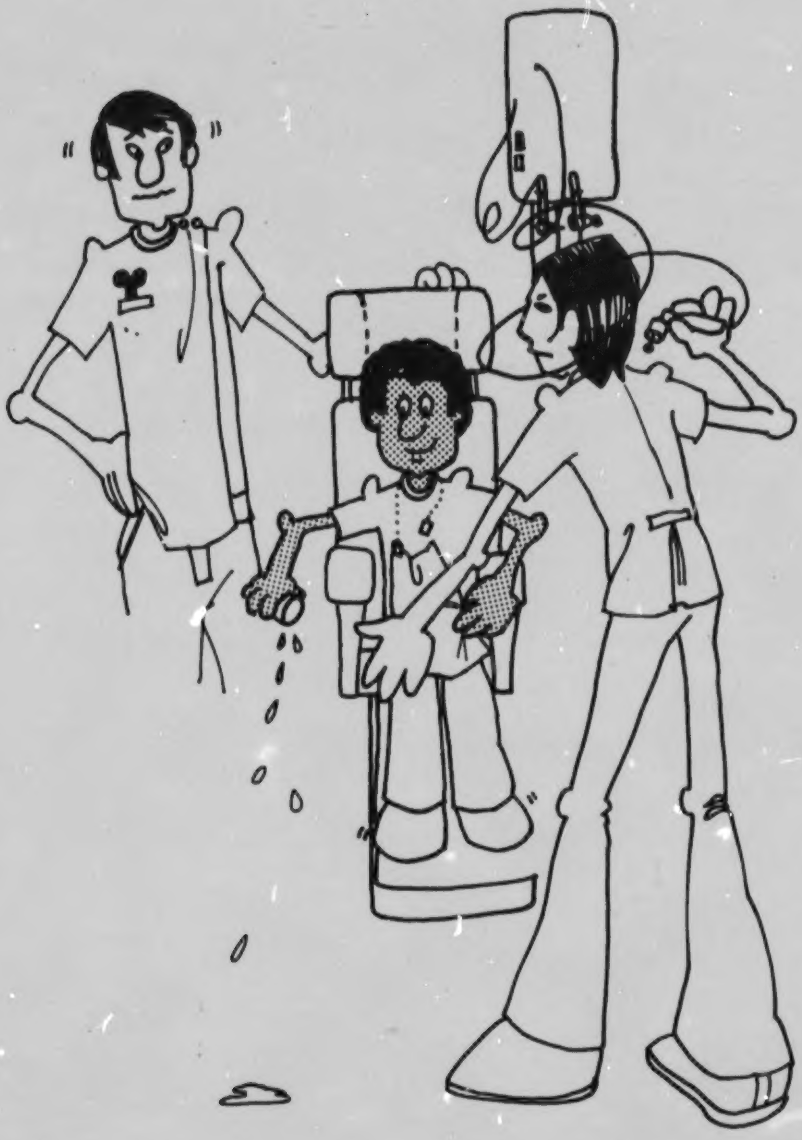
13. HAVE A PHILOSOPHICAL, NOT HOSTILE, SENSE OF HUMOR?



14. BE CREATIVE?

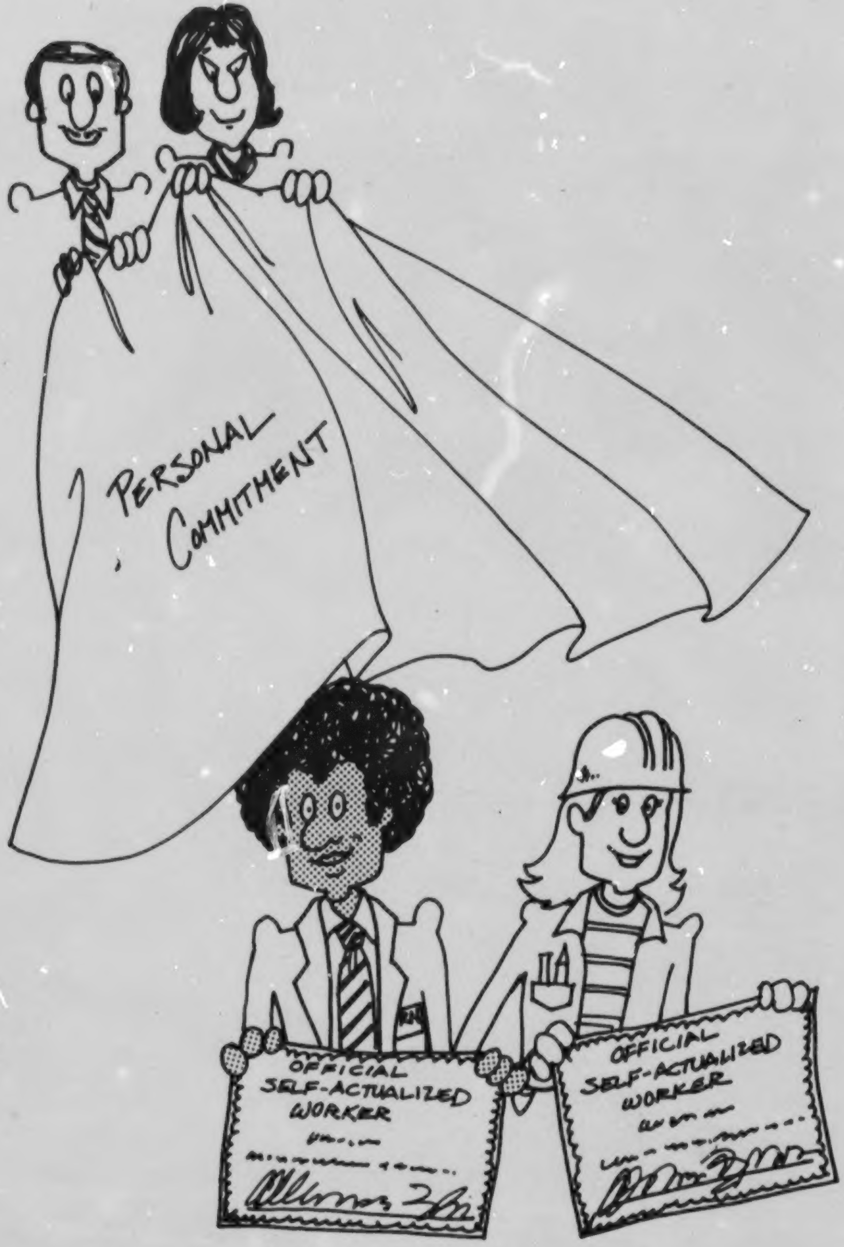

HOME MAKERS' DIGEST
COLLEGE GUIDE
TEACHER'S HANDBOOK

15. RESIST CONFORMITY?



16. TRANSCEND, RATHER THAN JUST COPE WITH ENVIRONMENT?

NOW THAT YOU'VE GOT THE RIGHT IDEA, TRY SOME PERSONAL COMMITMENT. IT WORKS LIKE MAGIC!


PERSONAL COMMITMENT
OFFICIAL SELF-ACTUALIZED WORKER
OFFICIAL SELF-ACTUALIZED WORKER

PARTICIPANT'S WORKSHOP AGENDA

Unit I – *What a Difference a Good Job Makes* (60–90 min.)

- Introductory discussion
- Update on enrollment/labor force data
- Film "Working Equal" (optional)
- Review of legislation affecting employers and vocational educators (optional)
- Establishing priorities for Unit II
- Closing discussion

Unit II – *The Word's Getting Out about Nontraditionals* (60 min.)

- Problems that nontraditionals have
- Popular assumptions die hard
- Firsthand interviews fight myths
  (Choose two of five options for two sessions.)
    - Option A—employers
    - Option B—recruiters
    - Option C—nontraditional workers
    - Option D—vocational educators
    - Option E—traditional coworkers
- Closing discussion
- Setting priorities for Unit III

Unit III – *Reaching Out to Nontraditionals in the Classroom and on the Job* (90 min.)

- Problem solving related to placement
  (Choose one or more of four options for as many sessions.)
    - Option A—sex-fair recruiting/interviewing (case studies)
    - Option B—sex-fair training (role playing)
    - Option C—sex-fair supervising (analysis of transparencies)
    - Option D—sex-fair support services (analysis of transparencies)
- Brainstorming advocacy measures
- Large group sharing—mutual action planning

FACTS AND FIGURES: IMPLICATIONS FOR VOCATIONAL EDUCATORS AND EMPLOYERS

Directions: Write the letter for each answer you choose on the lines provided at the left.

_____ 1. Based on the 1970 census, the work life expectancy for American men 20 years old is _____ years.

a) 41 b) 20 c) 34

_____ 2. Based on the 1970 census, the work life expectancy of American women 20 years old who are single is _____; who are divorced, separated or widowed, is _____.

a) 41, 42 b) 35, 35 c) 34, 36

_____ 3. Under 1970 conditions, the work life expectancy of American women at 18 who typically marry at age 20 and have two children by age 25 is _____ years.

a) 41 b) 20 c) 34

_____ 4. By May 1979, of the 4.7 million persons holding more than one job, _____ percent were women, nearly double the proportion of ten years earlier.

a) 10 b) 30 c) 20

_____ 5. In 1979, the percentage of American families living below the poverty level and headed by men householders, no wife present, was _____.

a) 9% b) 5% c) 3%

_____ 6. In 1979, the percentage of American families living below the poverty level and headed by women householders, no husband present, was _____.

a) 24.5% b) 48.5% c) 36.5%

_____ 7. In 1979, of those persons 18 years and older (as of March 1980) who were single, divorced, or widowed, nearly _____ percent were women.

a) 57 b) 67 c) 47

_____ 8. In 1978, the average income of single-parent families with working mothers was _____ percent that of two-parent families with working mothers, and _____ percent that of one-parent families maintained by working fathers.

a) 50, 84 b) 40, 54 c) 60, 76

_____ 9. In 1978, working wives who were employed 50–52 weeks, full-time, contributed an average of _____ percent to their family's income.

a) 40 b) 35 c) 30

_____ 10. In a study of conflicts between work and family life, _____ percent of employed husbands reported moderate to severe conflict, compared to 25 percent of employed women who headed single-parent families.

a) 20 b) 24 c) 34

_____ 11. The most recent study available shows that the divorced male has an annual death rate that is over _____ that of the divorced female.

a) twice b) three times c) one and a half times

_____ 12. In 1977, men were victims of job-related injury _____ times as frequently as women.

a) 2 b) 3 c) 4

_____ 13. In 1977, the suicide rate for men 65 and over was nearly _____ times higher than for women in the same age group.

a) 5 b) 3 c) 2

_____ 14. Thirty-four percent of single workers are employed year-round, full-time, and their median earnings in 1977 were about $8,600. By March 1978, of single women maintaining their own families, _____ percent were black.

a) 40 b) 50 c) 35

_____ 15. During a survey week in 1978, women were absent _____ percent of their usual work hours, whereas men were absent 3.1 percent.

a) 4.3 b) 6.2 c) 9.6

_____ 16. In measuring 22 aptitudes and knowledge areas, research found no sex difference in 14, and men excelled in _____.

a) 8 b) 6 c) 2

_____ 17. Between 1972 and 1978, the enrollment of women in drafting occupations increased from 6,892 to over _____.

a) 10,000 b) 16,000 c) 21,000

_____ 18. Between 1972 and 1978, the enrollment of men in food management increased from 19,235 to over _____.

a) 45,000 b) 25,000 c) 30,000

_____ 19. Between 1974 and 1979, the U.S. Department of Labor found that male nurses increased from 18,000 to _____.

a) 21,000 b) 39,000 c) 26,000

_____ 20. Between 1974 and 1979, the U.S. Department of Labor found that women computer programmers increased from 45,000 to _____.

a) 93,000 b) 67,000 c) 55,000

FACTS AND FIGURES: IMPLICATIONS FOR VOCATIONAL EDUCATORS AND EMPLOYERS

Answer Key

1. A
2. A
3. C
4. B
5. C
6. B
7. A
8. B
9. A
10. C
11. B
12. C
13. A
14. B
15. A
16. C
17. C
18. A
19. B
20. A

Sources

1, 2, 3 Fullerton, H. N. Jr., & Byrne, J. J. *Length of working life for men and women,* 1970 (Special Labor Force Report No. 187). Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics, n.d., pp. 32-33. (Reprinted from *Monthly Labor Review,* February 1976.)

4 Sekscenski, E. S. *Women's share of moonlighting nearly doubles during 1969-79* (Special Labor Force Report No. 239). Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics, January 1981, p. 36. (Reprinted from *Monthly Labor Review,* May 1980.)

5, 6, 7 *Current Population Reports* (Bureau of the Census Series P-60, No. 125). Washington, DC: U.S. Department of Commerce, October 1980, pp. 3, 21.

8, 9 Johnson, B. L. *Marital and family characteristics of the labor force* (Special Labor Force Report No. 237). Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics, January 1981, pp. 48, 52. (Reprinted from *Monthly Labor Review,* April 1980.)

10 Pleck, J. H.; Staines, G. L.; & Lang, L. Conflicts between work and family life. *Monthly Labor Review,* March 1980, p. 30.

11 *Increases in divorce.* (Data from the National Vital Statistics System, Series 21, No. 20.) Washington, DC: U.S. Public Health Service, 1967, p. 14.

12, 13 U.S. National Center for Health Statistics. Vital and Health Statistics (Series 10 and unpublished data). *Statistical Abstract of the United States.* Washington, DC: U.S. Department of Commerce, Bureau of the Census, 1979, pp. 77, 120.

14 Grossman, A. S. *Labor force patterns of single women.* (Special Labor Force Report No. 228) Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics, n.d., p. 48. (Reprinted from *Monthly Labor Review,* August 1979.)

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16 Employment Standards Administration Women's Bureau. *The myth and the reality* (revised). Washington, DC: U.S. Department of Labor, May 1974.

17, 18 U.S. Office of Education. Summary data, vocational education, fiscal year 1972. Washington, DC: Department of Health, Education and Welfare, Bureau of Occupational and Adult Education, May 1973.

U.S. Office of Education. Summary data, vocational education, fiscal year 1978. Washington, DC: Department of Health, Education and Welfare, Bureau of Occupational and Adult Education, n.d.

19,20 Statistics for women and men based on December 1974 and 1979 annual averages.

U.S. Department of Labor. Table 1: Employed and unemployed persons, by detailed occupation, sex, and color. Washington, DC: U.S. Department of Labor, 1974. (unpublished data)

U.S. Department of Labor. Table 1: Employed and unemployed persons, by detailed occupation, sex, and color. Washington, DC: U.S. Department of Labor, 1979. (unpublished data)

NONTRADITIONAL ENROLLMENT AND WORK STATISTICS

Men

Nontraditional Students in Vocational Education
Seven Illustrations of Change

Program Area	*FY 1972* *Total*	*Men*	*FY 1978* *Total*	*Men*	*%* *Increase*	*Number* *Increase*
Care and Guidance of Children	77,158	5,572	153,479	12,886	1.2%	7,314
Dental Assistant	15,466	1,060	21,724	1,081	- 1.9%	21
Filing, Office Machines	398,226	70,772	719,267	125,653	- .3%	54,881
Food Management, Produce Services	77,594	19,236	151,134	45,845	5.5%	26,610
Nursing	64,931	6,457	115,940	10,867	- .5%	4,410
Physical Therapy	1,501	444	3,310	599	-11.5%	155
Stenography, Secretarial, and related	550,686	21,823	700,586	47,217	2.7%	25,394
					Total increase for program areas shown	118,785

Women

Nontraditional Students in Vocational Education
Seven Illustrations of Change

Program Area	*FY 1972* *Total*	*Women*	*FY 1978* *Total*	*Women*	*%* *Increase*	*Number* *Increase*
Agricultural Mechanics	128,795	1,408	133,576	6,619	3.8%	5,211
Agricultural Ornamental Horticulture	56,329	15,157	130,836	58,879	18.1%	43,722
Auto Mechanics	228,364	5,299	340,686	17,557	2.8%	12,258
Carpentry	95,706	1,451	162,313	6,209	2.3%	4,758
Chemical Technology	5,355	1,082	5,492	1,924	14.8%	842
Drafting	126,750	6,892	152,327	21,989	9.0%	15,097
Electricity	60,791	590	95,382	2,643	1.7%	2,053
					Total increase for program areas shown	83,941

Source: U.S. Office of Education. *Summary Data, Vocational Education, Fiscal Year 1972*. Washington, DC: Department of Health, Education and Welfare, Bureau of Occupational and Adult Education, May 1973.

U.S. Office of Education. *Summary Data, Vocational Education, Fiscal Year 1978.* Washington, DC: Department of Health, Education and Welfare, Bureau of Occupational and Adult Education, n.d.

Women

Nontraditionals in the Labor Force
Seven Illustrations of Change

Occupation	*December 1974*		*December 1979*		*% Increase*	*Number Increase*
	Total	*Women*	*Total*	*Women*		
Automobile Mechanics	1,041,000	5,000	1,272,000	7,000	.1%	2,000
Carpenters	1,061,000	6,000	1,258,000	16,000	.7%	10,000
Chemical Technicians	83,000	11,000	84,000	18,000	8.1%	7,000
Computer Programmers	199,000	45,000	321,000	93,000	6.4%	48,000
Drafters	278,000	23,000	305,000	45,000	6.5%	22,000
Electricians	526,000	2,000	616,000	7,000	.7%	5,000
Machinists	452,000	7,000	539,000	15,000	1.3%	8,000
Total increase for occupations shown						93,000

Men

Nontraditionals in the Labor Force
Seven Illustrations of Change

Occupation	*December 1974*		*December 1979*		*% Increase*	*Number Increase*
	Total	*Men*	*Total*	*Men*		
Bank Tellers	351,000	30,000	493,000	35,000	-1.4%	5,000
Clinical Laboratory Technologists	155,000	42,000	217,000	61,000	1.0%	19,000
Dietitians	33,000	2,000	57,000	5,000	2.7%	3,000
Hairdressers and Cosmetologists	498,000	39,000	575,000	63,000	3.2%	24,000
Office Machine Operators	662,000	190,000	904,000	226,000	-3.2%	36,000
Registered Nurses	904,000	18,000	1,223,000	39,000	1.2%	21,000
Secretaries, Unclassified	2,975,000	22,000	3,491,000	33,000	.2%	11,000
Total increase for occupations shown						119,000

Source: Statistics for women and men based on December 1974 & 1979 annual averages.

U.S. Department of Labor. Table 1: Employed and unemployed persons, by detailed occupation, sex and color. Washington, DC: U.S. Department of Labor, 1974. (unpublished data)

U.S. Department of Labor. Table 1: Employed and unemployed persons, by detailed occupation, sex, and color. Washington, DC: U.S. Department of Labor, 1979. (unpublished data)

MAJOR LAWS BANNING SEX DISCRIMINATION IN EMPLOYMENT AND EDUCATION

- *Equal Pay Act of 1963:* prohibits discrimination in pay and fringe benefits on the basis of sex.
- *Equal Employment Opportunity Act of 1972:* bans discrimination in hiring, wages, and other employment-related practices on the basis of sex or minority status by employers with fifteen or more employees.
- *Education Amendments of 1972, Title IX:* forbids sex discrimination in admissions, course selection, financial assistance, and related rules and policies by schools receiving federal funds.
- *Education Amendments of 1976, Title II:* requires vocational educators to take positive steps—or "affirmative action"—to overcome sex discrimination in all career programs.
- *Comprehensive Employment and Training Act (CETA) of 1973 and Amendments of 1978:* provide training, retraining, and support services to women to increase their opportunities for placement in nontraditional occupations and for options other than dead-end jobs.
- *Department of Labor regulations of 1978:* emphasize positive recruitment and activities that prepare women for entry into traditionally male apprenticeship programs.

FACTSHEET ON NONTRADITIONALS

WHAT PROBLEMS ARE WOMEN HAVING IN NONTRADITIONAL OCCUPATIONS?

According to one state study:

1. Difficulty or inability of male coworkers to adjust to women employed in nontraditional jobs
2. Harassment from foremen or supervisors
3. Difficulty with the physical aspects of the work
4. Sex discrimination in pay
5. Lack of acceptance by male coworkers (coldness and hostility)
6. Sexual harassment and propositioning by male coworkers
7. "Dirty tricks" played on women workers by coworkers
8. Unwillingness of male workers to teach women skills needed for the work
9. "Survival testing" or assigning women much more difficult work than is normally assigned in an effort to get them to quit
10. Verbal disrespect by male coworkers
11. Lack of separate toilet and shower facilities for women
12. Lack of deserved promotions for women
13. Inaccurate evaluations of work by supervisors

Source: Bureau of Women. *Forty-six pioneers: Louisiana women in nontraditional jobs.* Baton Rouge: Louisiana State Department of Health and Human Resources, 1977, pp. 25-26. (ED 150 432)

WHAT PROBLEMS ARE MEN HAVING IN NONTRADITIONAL OCCUPATIONS?

According to *U.S. News & World Report:*

1. A male flight attendant gets wolf whistles from male airline passengers.
2. A male hotel maid's father laughed when he heard about his son's job.
3. After a male nurse was admitted to nursing school, there was a tendency at first among other nurses to treat him like an orderly.
4. A male elementary teacher says men are still denied elementary school positions and are placed in the upper-grade classrooms to provide help with discipline.

Source: Now men are going for "women's jobs." *U.S. News and World Report,* October 16, 1978, *85*, pp. 97-98.

According to *Glamour:*

5. A male nurse is kidded because of the assumption that he is homosexual.
6. A flight attendant receives a cool reception from passengers.
7. A male receptionist is not respected because the job is not considered vital for a man.

Source: When the secretary (or the receptionist or the nurse) is a man. *Glamour,* September 1980, *78,* pp. 178-182.

HOW DOES NONTRADITIONAL WORK EXPERIENCE DIFFER FOR MEN AND WOMEN?

According to a study reported by *Psychology Today:*

1. Women nontraditionals wanted to be viewed as equal in ability to their male coworkers. Men nontraditionals wanted to be viewed as superior in certain stereotypical ways to female coworkers.
2. Ninety-two percent of the male nontraditionals discussed future expectations and plans for advancement with someone in the company compared to 24% of the female nontraditionals.
3. Traditional male coworkers thought that female nontraditionals might need special help. Traditional female coworkers frequently wondered why any man would choose such work as theirs.

Source: Pink-collar men and blue-collar women. *Psychology Today,* June 1979, *13,* pp. 31-32.

POPULAR ASSUMPTIONS

Directions: The statements below represent a sampling of stereotyped assumptions about female and male workers. Check at the left those you have found hard for persons to change. In the blank provided after each statement, write a contradiction or exception heard in the interviews.

Example: a. Women don't like men's work.

Some women don't like to sit at a desk all day.

___ 1. Women should be women, and men should be men.

___ 2. A male in a nontraditional position would have trouble getting along with other employees.

___ 3. I don't mind having a woman as a token, but one is enough.

___ 4. Anyone knows what a woman really wants is to get married.

___ 5. Men require more aggressive work than women.

___ 6. I'd need to have a different curriculum for nontraditional students.

___ 7. Women are taking jobs away from men.

___ 8. Men need better paying jobs to support their families.

___ 9. Women are incompetent in math.

___ 10. Why recruit nontraditionals—they won't find jobs.

___ 11. Other ___

___ 12. Other ___

INTERVIEW FOLLOW-UP QUESTIONS

Directions: Use the questions corresponding to the particular interviews you heard on tape to focus your thoughts and impressions regarding placement concerns. Do not feel limited to these questions in your discussion.

Employers

1. How common is it for the employers to hire nontraditionals?
2. How do the employers describe the situation for female nontraditionals and for male nontraditionals?
3. How comfortable do the employers seem in talking about nontraditionals?
4. What problems concerning nontraditional workers arose, and how were they handled?
5. What practices do the employers follow to enhance the placement of nontraditional workers?
6. What, in the experience of these employers, makes them favor hiring nontraditionals?
7. What popular myths or assumptions about nontraditional workers do the employers refute?

Recruiters

1. How have the recruiters been able to successfully place nontraditionals?
2. How comfortable do the recruiters seem in talking about nontraditionals?
3. What emerges as the key to a nontraditional's overcoming biases in others?
4. How do the recruiters describe the situation for female nontraditionals and for male nontraditionals?
5. What problems concerning nontraditionals arose, and how were they handled?
6. In what ways is close collaboration between schools and industry important to placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do the recruiters refute?

Nontraditional Workers

1. How does the career motivation of the female nontraditional compare to that of the male nontraditional?
2. What career problems have these nontraditional workers experienced, and how were they handled?
3. What factors influenced the successful placement of these two nontraditional workers?
4. What could have made placement of these two nontraditional workers easier?
5. How do experiences of acceptance on the job compare for these two nontraditional workers?
6. What arguments do these two nontraditional workers suggest for supporting the placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do these two workers refute?

Vocational Educators

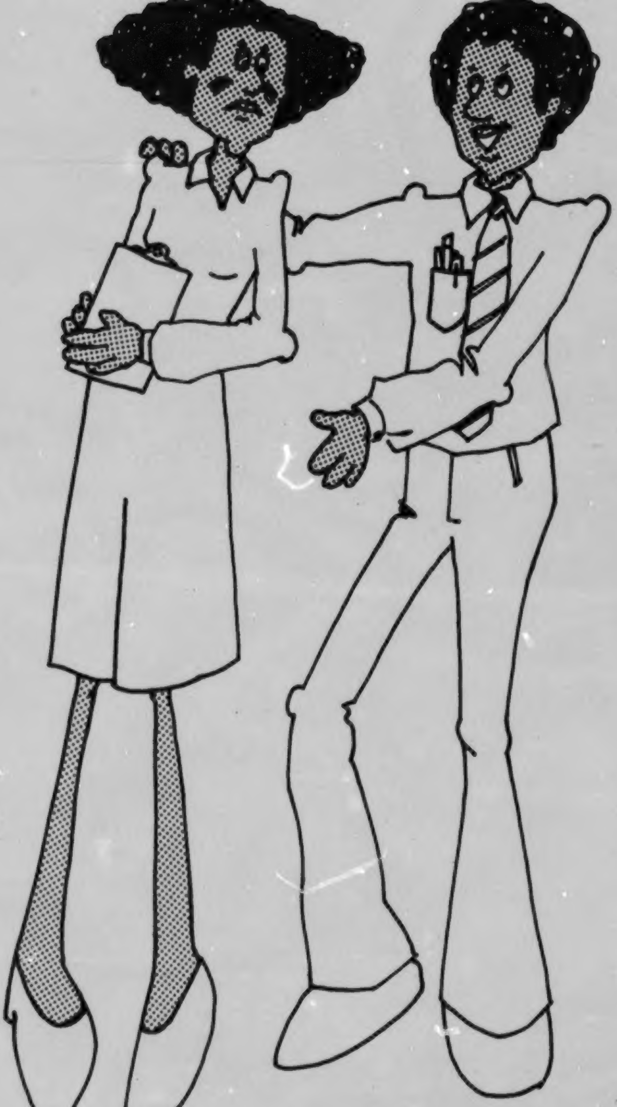
1. How common is it for these vocational educators to have nontraditional students in class?
2. How do these vocational educators' descriptions of the class situation for female and male nontraditional students compare?
3. How comfortable do the vocational educators seem in talking about nontraditional students?
4. What problems arose concerning nontraditional students, and how were they handled?
5. How do the experiences which these vocational educators have had recruiting and teaching nontraditional students bear on placement?
6. What, in the experience of these vocational educators, makes them favor having nontraditional students in class?
7. What popular myths or assumptions about nontraditional students do these vocational educators refute?

Traditional Coworkers

1. How comfortable do the women coworkers seem in talking about their nontraditional colleague compared to the male coworker?
2. How do the attitudes about nontraditionals compare between the male and female coworkers interviewed?
3. What factors seem to influence the successful placement of the nontraditionals, according to their traditional coworkers?
4. What problems concerning nontraditional placement do these traditional coworkers address?
5. From the interviews, in what way(s) should traditional coworkers be a consideration of employers in placing nontraditionals?
6. What do vocational educators most need to do to enhance placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do these traditional coworkers refute?

RECRUITING/INTERVIEWING

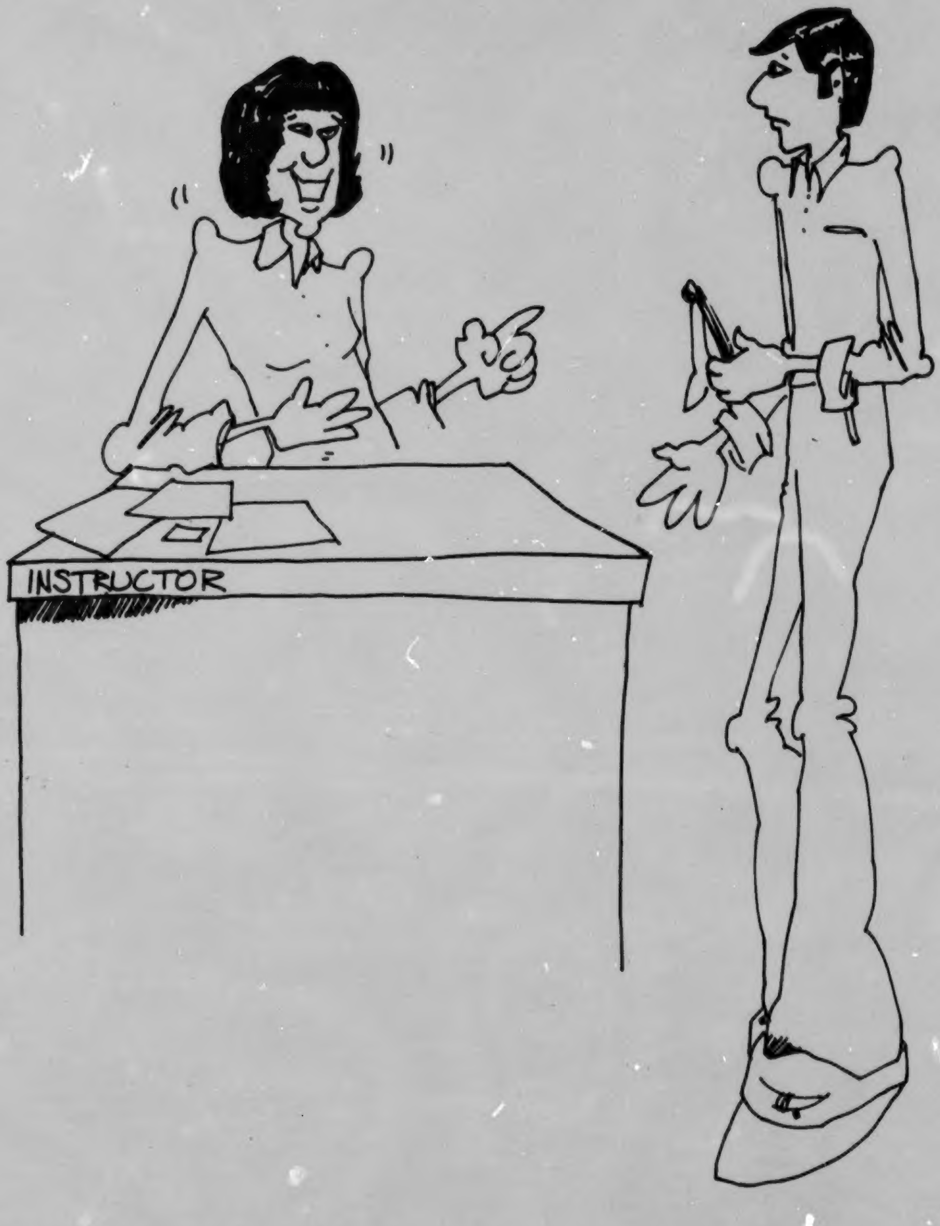
CASE STUDY #1



Marie is a 23-year-old radio-T.V. repairperson. At a job interview, the manager frequently touched her while discussing her qualifications. She was afraid to say anything and create a scene. Then the manager embarrassed her with personal compliments. When he asked her for a date, she refused and didn't get the job.

RECRUITING/INTERVIEWING

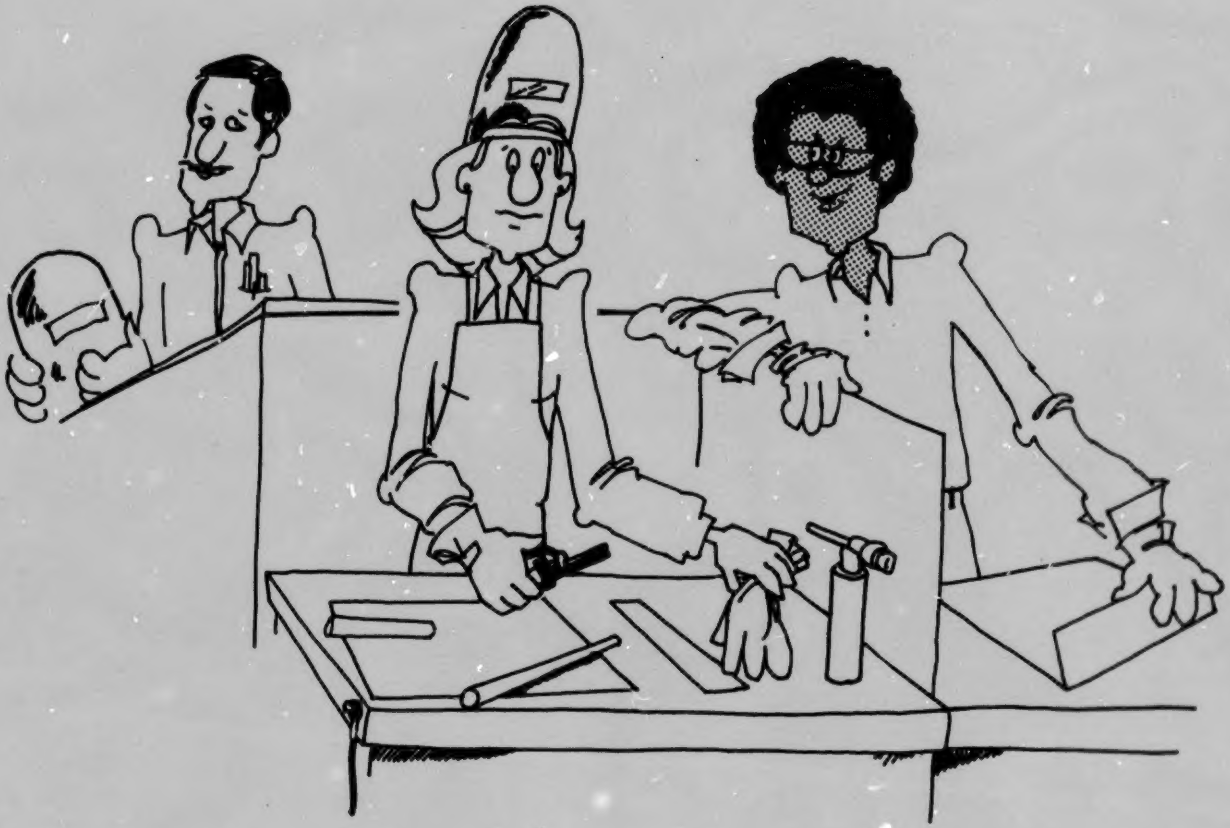
CASE STUDY #2



Michael has always found office tasks appealing. Despite his parents' wishes that he go into the hardware business with his father, Michael went to the shorthand instructor to discuss a secretarial career. Ms. Ching chuckled and said, "Mike, why on earth do you want to become a secretary? You can make lots more money in men's fields."

RECRUITING/INTERVIEWING

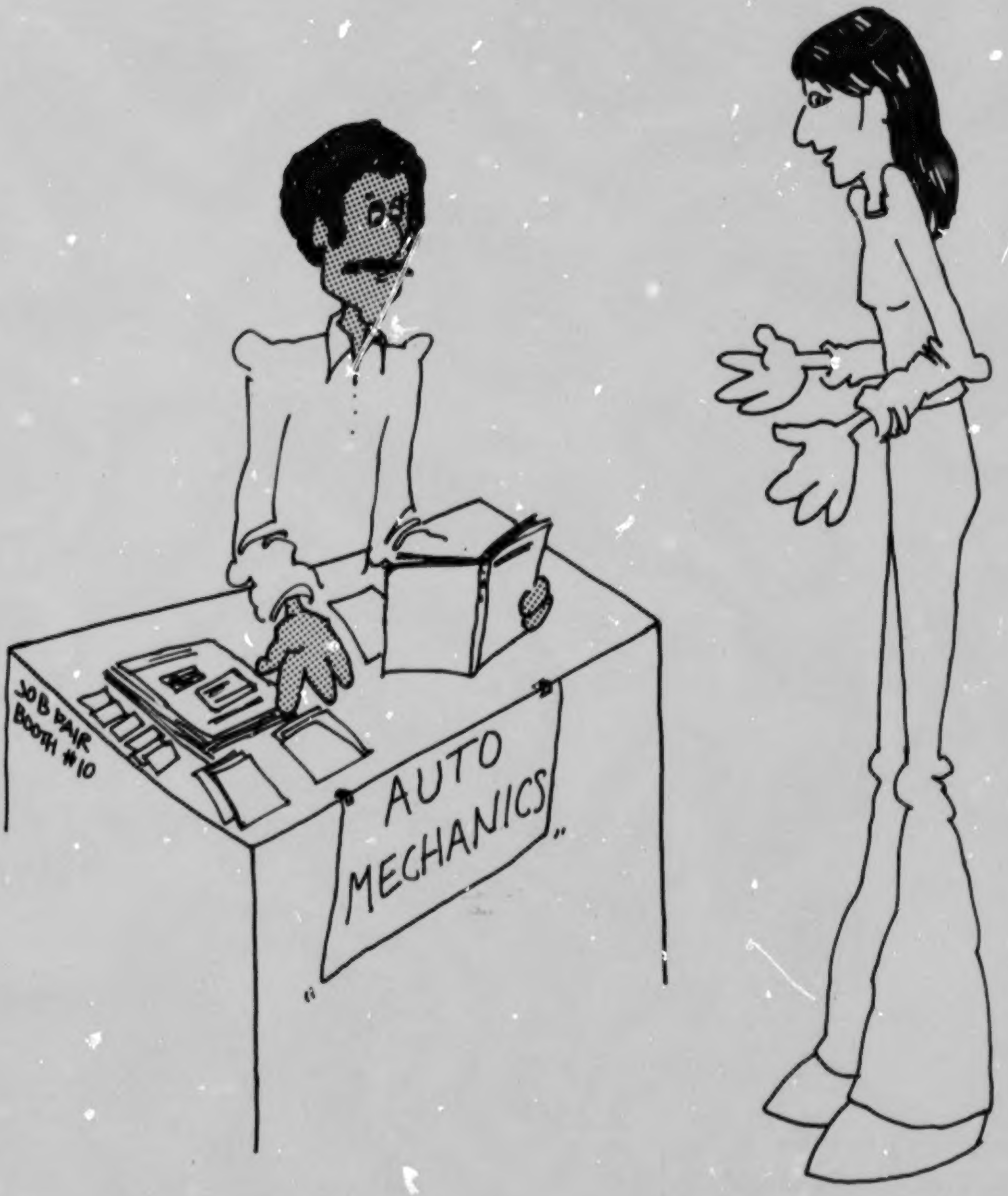
CASE STUDY #3



When Jeanine went to apply for a welding job, she was told the company preferred a man so there wouldn't be any problems on the job. Jeanine calmly said she understood but would like to take the machine test anyway. The men stood around laughing as she began to use the welding equipment. The arc had been turned up deliberately so she'd blow a hole through the thin metal. She asked for other equipment and passed the test. Later the company called Jeanine to tell her they had already filled the space.

RECRUITING/INTERVIEWING

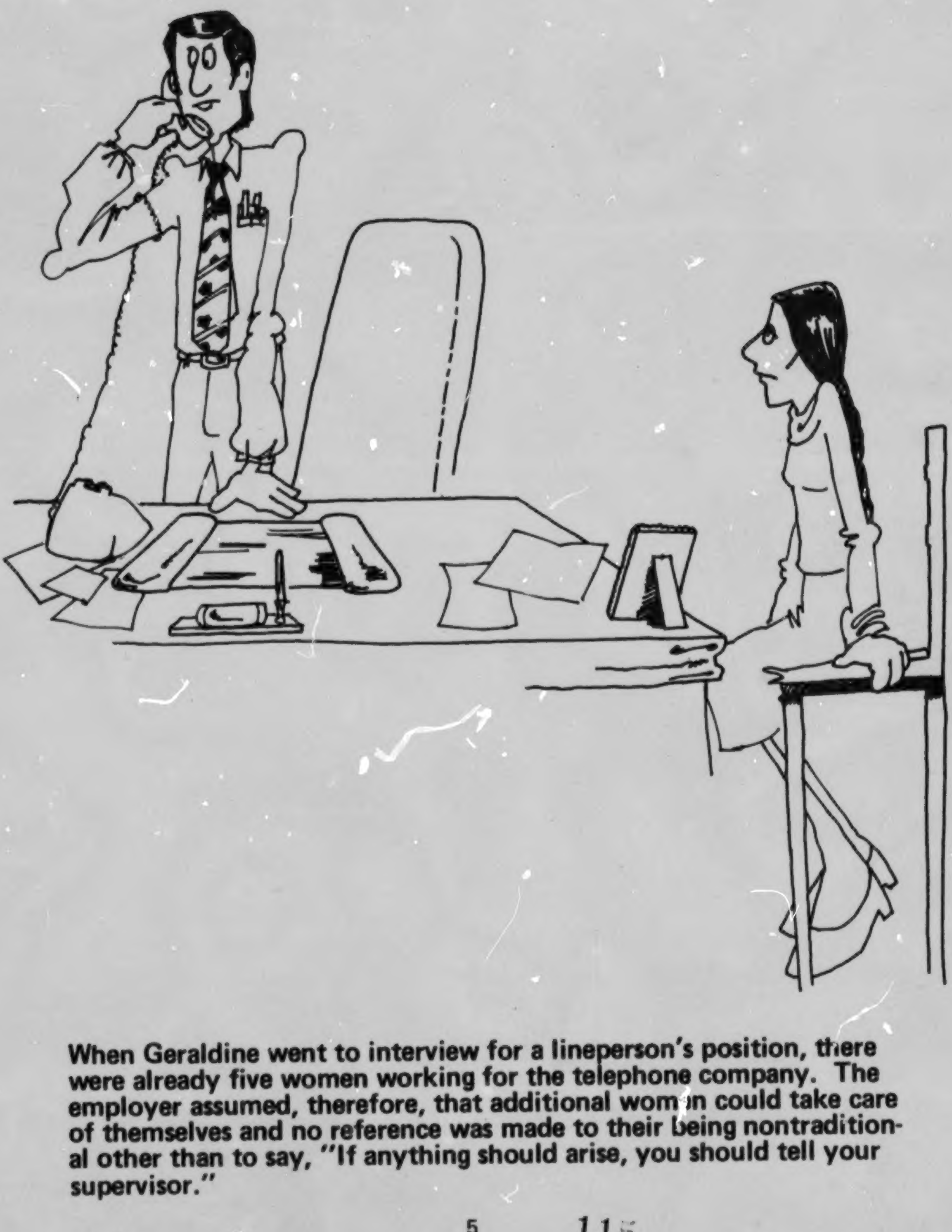
CASE STUDY #4



Darlene decided to train in auto mechanics, but wasn't sure how Mr. Raney, the instructor, would feel about women in the class. The brochure for the course showed only males and described the career for men. Darlene had no idea whether any other women were enrolled. Then, at a career fair, she had the chance to talk to Mr. Raney. He said, "I don't care if you take the course. Just remember, it's a large class, so don't expect any favors."

RECRUITING/INTERVIEWING

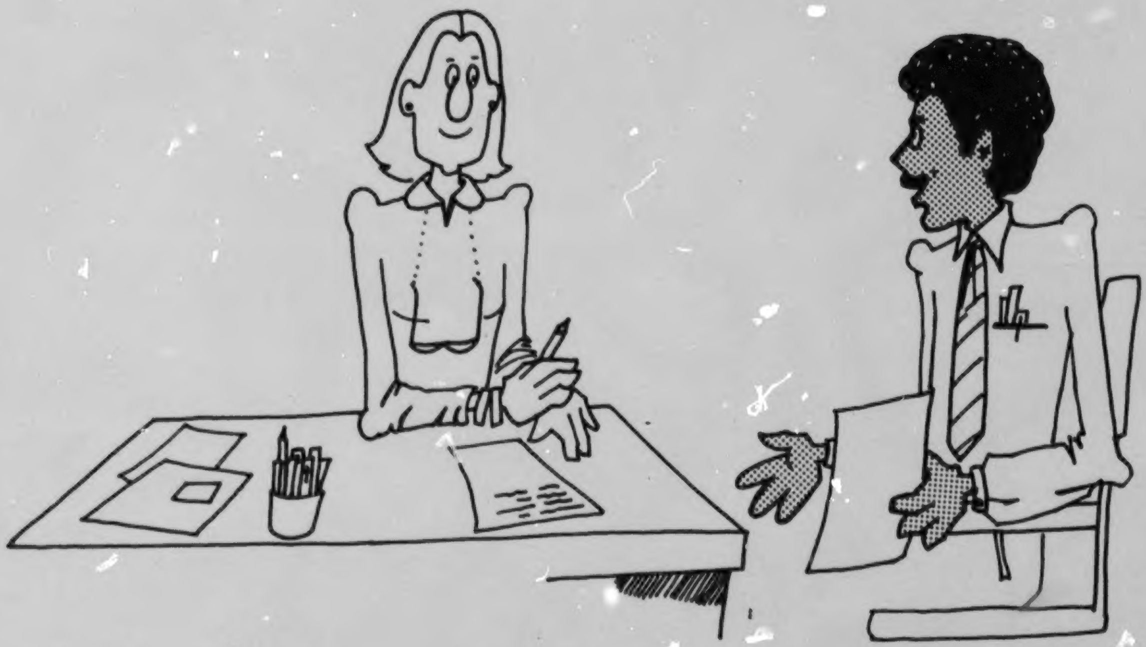
CASE STUDY #5



When Geraldine went to interview for a lineperson's position, there were already five women working for the telephone company. The employer assumed, therefore, that additional women could take care of themselves and no reference was made to their being nontraditional other than to say, "If anything should arise, you should tell your supervisor."

RECRUITING/INTERVIEWING

CASE STUDY #6



Ruth Granger interviews prospective nurses for Memorial Hospital. When it was learned during staff meeting a male nurse would be interviewing the next day, colleagues kiddingly suggested that Ruth should put the pressure on to determine the candidate's self-confidence as a nontraditional. Ruth smiled and replied, "This can be discovered just as easily in a nonthreatening atmosphere. I intend to break the ice and compliment him on his outstanding record in the military."

SEX-FAIR RECRUITING/INTERVIEWING GUIDELINES

A. RECRUITING

Research indicates that four kinds of strategies to recruit nontraditionals currently predominate at the postsecondary and adult level: word-of-mouth, media, workshop/speakers, and community linkages. Guidelines in their use are as follows:

Word-of-Mouth

1. To thrive, the word-of-mouth strategy requires personal interactions noted for openness and established credibility between two individuals.
2. Students may be the best recruiters.
3. Most frequent vehicles for transmitting the recruitment are friends, employees of the institution, family members, and agencies.
4. Methods of systematizing word-of-mouth recruitment strategies include neighborhood door-to-door canvassing, telephone canvassing, and going to places where potential clients congregate, such as laundromats, churches, and day care centers.

Media

5. Practice suggests that recruiters use both print and electronic media.
6. Print and broadcast journalists are concerned with printing significant or unusual information for their readers and respond to understanding how and whom a story will benefit.
7. Insure sufficient lead time and desired date of publication.
8. News releases both inform the public and recruit indirectly.
9. Developing community mailing lists is an integral part of sending mail targeted for specific audiences.
10. Placement of posters and fliers should be in areas where potential clients will most likely see them, such as grocery stores, gas stations, bars, recreation centers, community centers, shopping mall booths, and libraries.
11. Local television and radio stations provide air time to individuals and group spokespersons who want to convey information through public service announcements.

Workshops/Speakers

12. Workshops and speakers are efficient ways to meet four basic needs: information, motivation, counseling/support services, and nontraditional employability skills.
13. Programs which emphasize counseling/support services often prefer considering both traditional and nontraditional careers when serving displaced homemakers, in order to offer assistance to a broader audience.
14. There is noticeable growth in self-confidence among workshop participants who gain nontraditional employability skills.
15. The reputation some programs have for providing clients with nontraditional employability skills is a key factor in their both initially attracting recruits and successfully placing them.

16. Speakers (especially nontraditional role models) provide effective community outreach and often directly influence new recruits to enroll.

17. When employers talk to nontraditional recruits, they not only benefit enrollment decisions, but also become more interested in placement efforts.

Community Linkage

18. Building communication networks and tapping human/organizational resources are vital to the success and continuity of any recruitment effort, whether new or well established.

19. Collaboration with business, industry, and labor not only promotes placement but also gives employers and unions a vested interest in making the recruitment effort effective and appropriate.

20. Recruitment functions that community linkage supplies are referrals, program support, and placement.

21. The quality and number of recruits referred by community agencies depend to a great extent on the kind of information and personal contact extended by the recruitment program.

22. Program support through advisory boards may be achieved after program staff have extended themselves in special ways (e.g., traveling classrooms) to reach the community.

23. Individuals such as sex equity coordinators and public figures can lend support, even if not on advisory committees.

24. Collaboration and support from business, industry, and labor thrive from experiencing success with previous nontraditional placements.

25. Nontraditional placement in apprenticeship training also benefits from recruitment programs organized and established by trade unions and contractors.

26. Recruitment needs to consider placement to avoid the injustice of obtaining commitment to train for jobs that do not materialize.

Source: Items 1-26 taken from Bowers, E.; Sechler, J.; Spain, R.; & Canora, V. *Options unlimited: Recruiting women and men for nontraditional occupations.* Columbus, OH: The National Center for Research in Vocational Education, 1980.

An earlier literature review discusses strategies used to recruit nontraditional vocational education students at different levels. At the prevocational level, the document describes recruitment guidelines as follows:

27. Recruitment strategies at the prevocational level must be used carefully, since early adolescents are so impressionably vulnerable.

28. Successful implementation is more likely perhaps when proactive planning occurs that enlists a broad base of support including students, teachers, counselors, administrators, and parents.

29. View prevocational recruitment as an exploration process over time to ensure students the time necessary to gain self-awareness and career-awareness.

30. Certain recruitment strategies may vary in effectiveness when used with students at different grade levels.

31. Discuss nontraditional enrollment with both boys and girls to avoid the development of aspirations that conflict with mutual expectations of either sex.

32. Emphasize parental involvement and self-awareness exploration through the integration of role and occupational information.

At the vocational level, additional recruitment guidelines are:

33. Use a greater variety and sequence of strategies to address both individual needs and the force of peer pressure/cultural socialization to conform.

34. Important recruitment considerations at this level are (1) community publicity, (2) linkages with business/industry/labor, (3) information with community and personal relevance to students, (4) one-to-one experiences with role models, and (5) hands-on opportunities to dispel fears of rejection and of nontraditional course content.

35. According to Smith (1978), a general program can reach "ready" students perhaps as well as an intensive one. The next level of readiness will only be reached over time and through the involvement of the whole school system.

At the postsecondary level, additional recruitment guidelines are:

36. Role models are important to attract adult nontraditional students, as is the sequential and simultaneous use of strategies.

37. Self-awareness and information are major problem areas for adult recruits. Special counseling is useful to help women make the transition from homemaking to school and integration of multiple roles.

38. Special support services such as child care and flexible class scheduling are needed.

39. Communication strategies need to be more extensive to reach the variety of target audiences located in the community rather than already in school.

Source: Items 27-39 taken from Vetter, L; Sechler, J.; Lowry, C.M.; & Canora, V. *Factors influencing nontraditional vocational education enrollments: A literature review.* Columbus, OH: The National Center for Research in Vocational Education, 1979.

B. INTERVIEWING

Assertiveness training literature provides some rights and guidelines by T.V. McGovern that are adaptable to establishing sex-fair interview procedures and practice. These rights and guidelines apply primarily to employment situations, but vocational educators and counselors may benefit as well from incorporating them in interview procedures with prospective nontraditional students.

Nontraditional Interviewees have the right to—

- expect that they will be listened to;
- share important information about themselves;
- know enough about the job in order to make a good decision;
- answer questions in their own way;
- refuse an unreasonable request;
- have and convey specific needs;
- expect truthful, accurate information during the interview;

- be treated fairly (on an individual, not stereotypical basis) without discrimination due to sex;
- convey self-confidence and pride in their accomplishments;
- make mistakes.

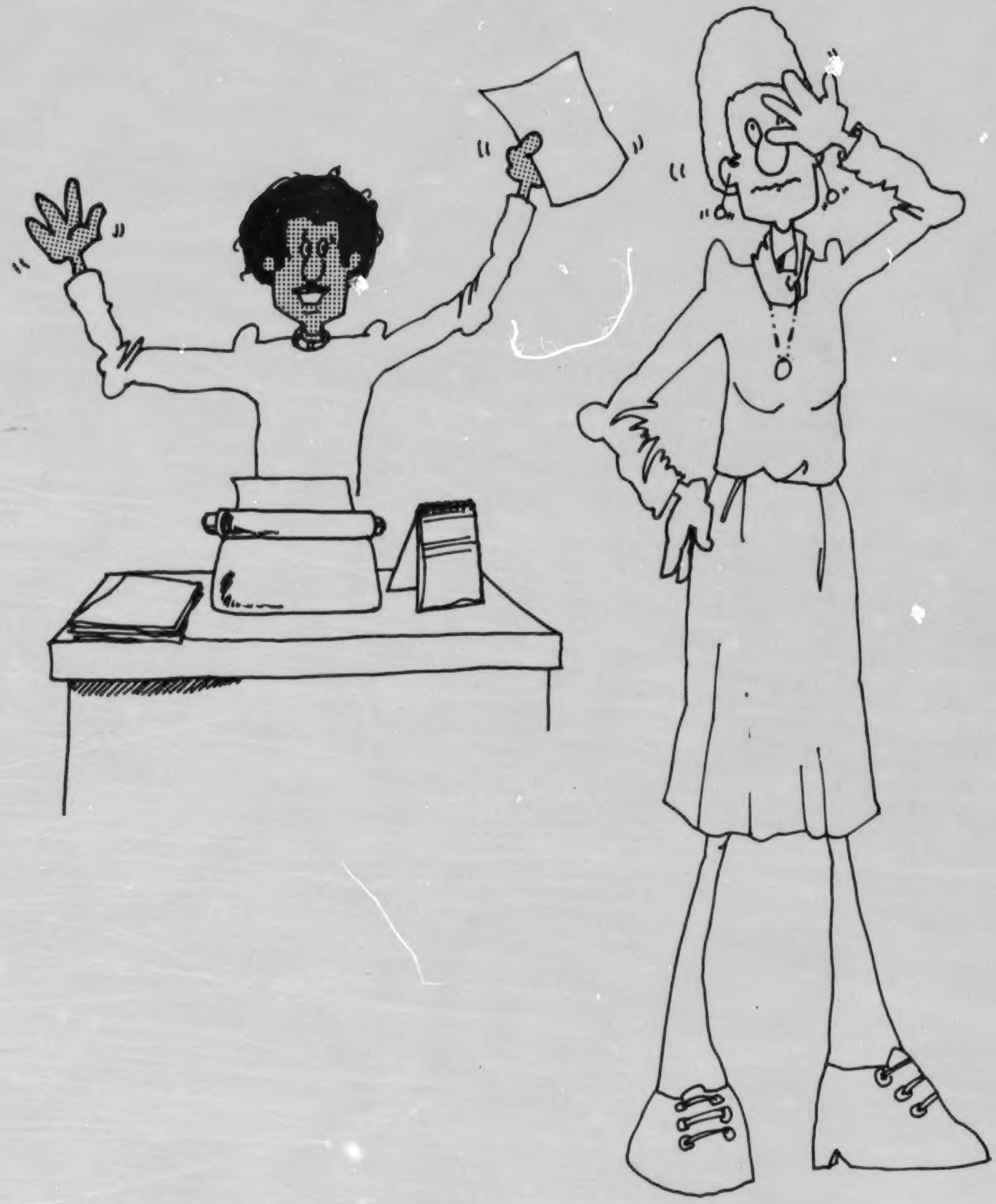
Interviewers of nontraditionals have the right to—

- assume that they will be listened to;
- seek information from nontraditionals about their qualifications;
- ask questions about nontraditionals' values, attitudes, goals;
- give information about the job position, requirements, and organization;
- decide the length of the interview;
- expect truthful, accurate information during the interview;
- refuse an unreasonable request;
- show enthusiasm and expression.
- judge the nontraditionals' qualifications;
- make mistakes.

In addition to the rights mentioned, the following guidelines may be of use to interviewers in dealing with nontraditionals.

1. Identify a personal style of nonverbal communication which comes across without patronizing or harassing nontraditionals in order to reinforce the nontraditionals' self-confidence.
2. Relax nontraditionals in order to maximize subsequent communication.
3. If nontraditionals do not have the level of confidence or drive that you are looking for, this can be discovered as easily in a nonthreatening as a pressured interview atmosphere.
4. Assume the initiative in both breaking the ice and sharing of general information.
5. Ask open-ended questions to increase the opportunity for nontraditionals to talk more and share personal qualifications.
6. Balance your own agenda about securing necessary information with responding to what nontraditionals have considered as their most important qualification or experience.
7. Paraphrase what nontraditionals say occasionally, both to indicate attentiveness and understanding and also to encourage them to opt for broadening or deepening the conversation.
8. Give compliments to maximize the positive nature of an interview and thereby increase the potential for rapport and better communication.
9. In seeking specific information, assertive rather than aggressive questions can help nontraditionals feel less defensive.
10. In seeking specific information, be open to learning how nontraditionals have handled adversity and can now handle a sensitive area.

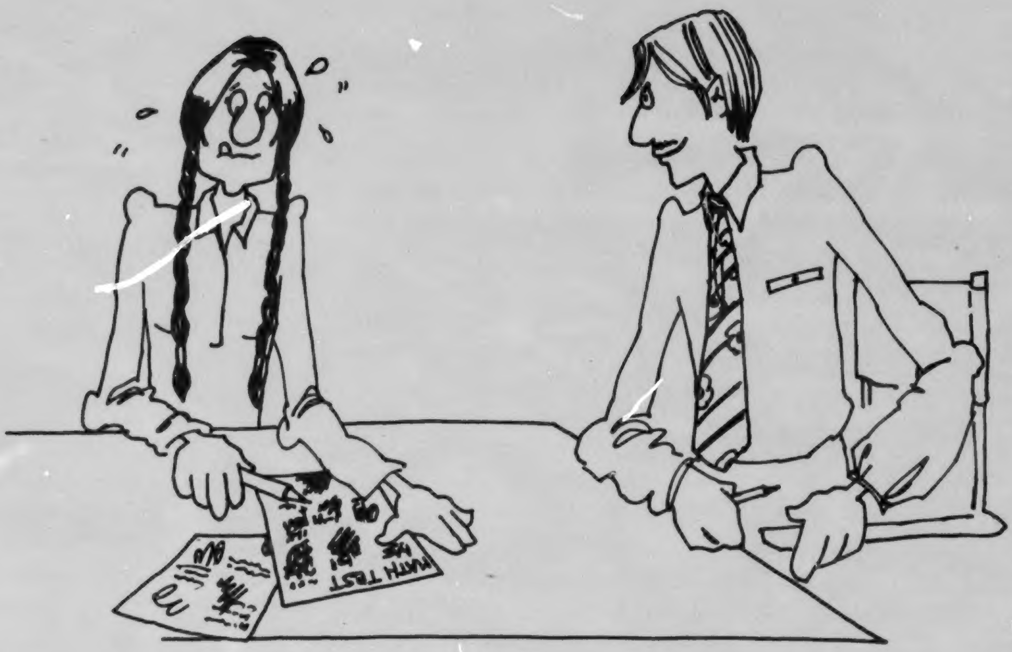
Source: Rights and guidelines adapted from Lange, A.J., & Jakubowski, P. ***Responsible assertive behavior: Cognitive/behavioral procedures for trainers.*** Champaign, IL: Research Press, 1976.



ROLE PLAY #1

Roger is studying to become a secretary. His lack of personal self-confidence is evidenced in always demanding perfection of himself. Toward that end, he constantly asks Ms. Dimetri for directions and shows his work to her for approval.

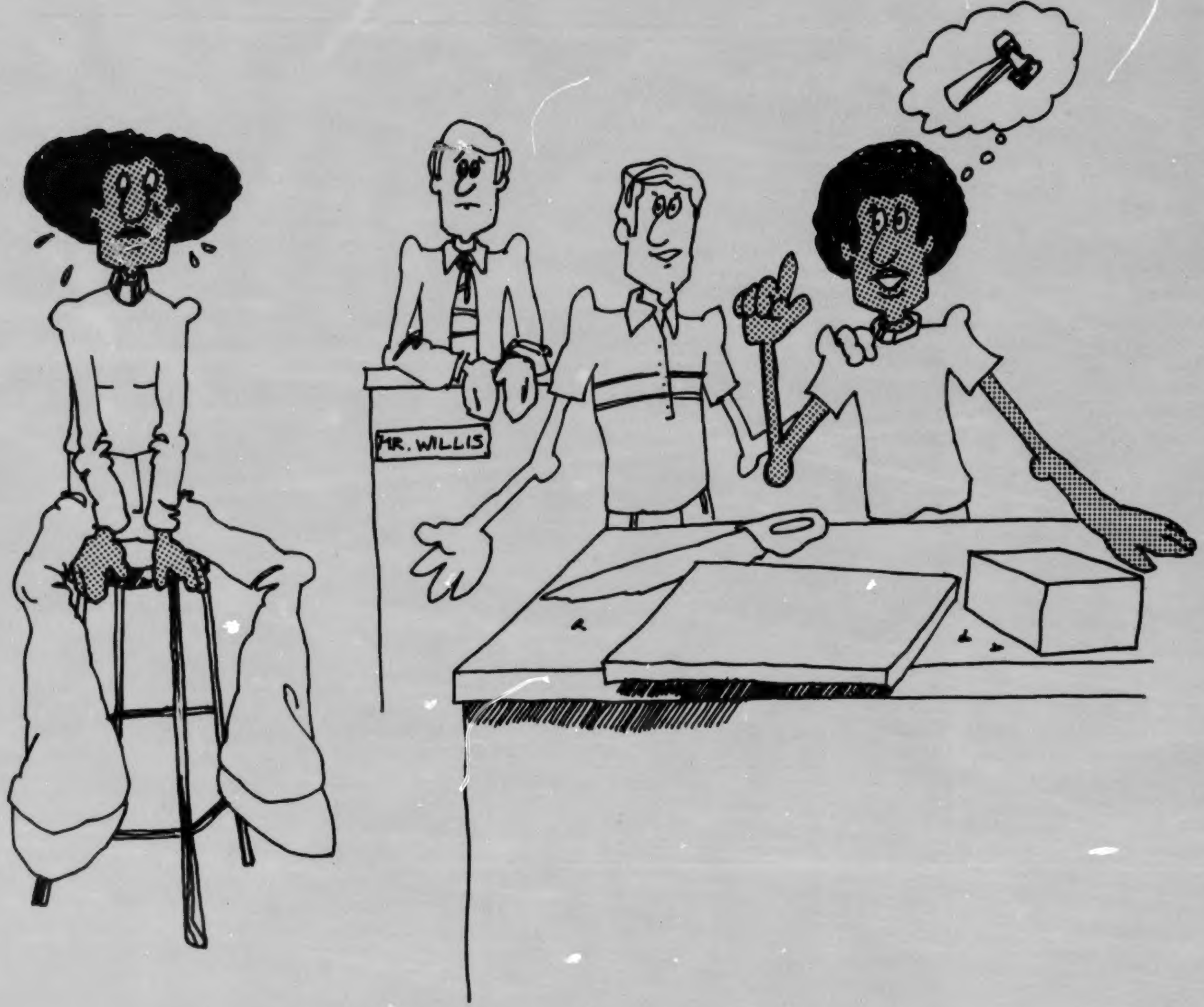
TRAINING TECHNIQUES



ROLE PLAY #2

Trudy quit school to get married five years ago. Now a divorcee with two children to support, she wants very much to get training to become a machinist. She seems to have a knack with machines and has good hand dexterity. But she's failed her first test because of poor math skills. Mr. Cozad, her instructor, invites her to a conference to discuss her problem.

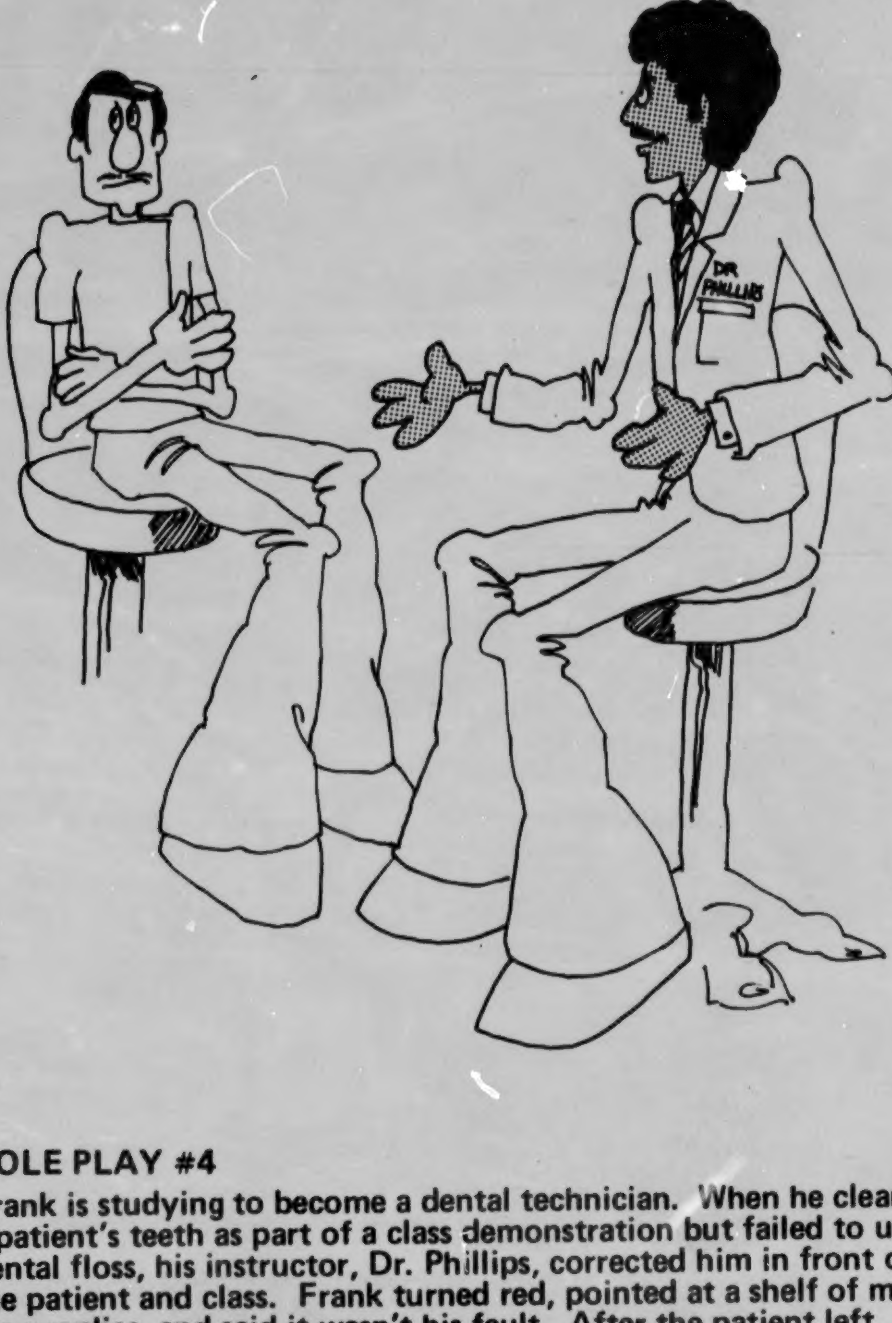
TRAINING TECHNIQUES



ROLE PLAY #3

Justine is enrolled in a preapprenticeship program for construction trades. Mr. Willis, the instructor, has observed that Justine is isolated from her male classmates. They seem unwilling to teach her the simplest tips that would help her get acquainted with tools and assume an equal role in teamwork efforts.

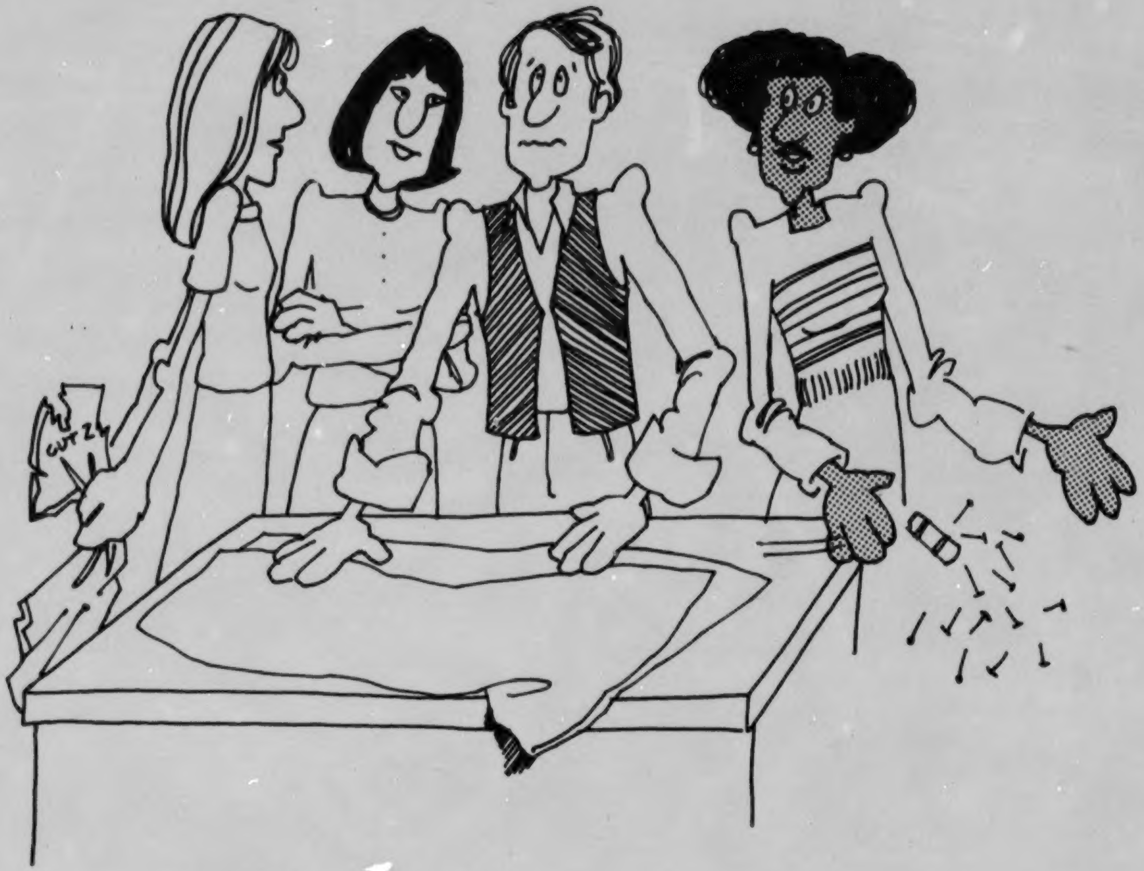
TRAINING TECHNIQUES



ROLE PLAY #4

Frank is studying to become a dental technician. When he cleaned a patient's teeth as part of a class demonstration but failed to use dental floss, his instructor, Dr. Phillips, corrected him in front of the patient and class. Frank turned red, pointed at a shelf of missing supplies, and said it wasn't his fault. After the patient left, Frank met with Dr. Phillips for an evaluation.

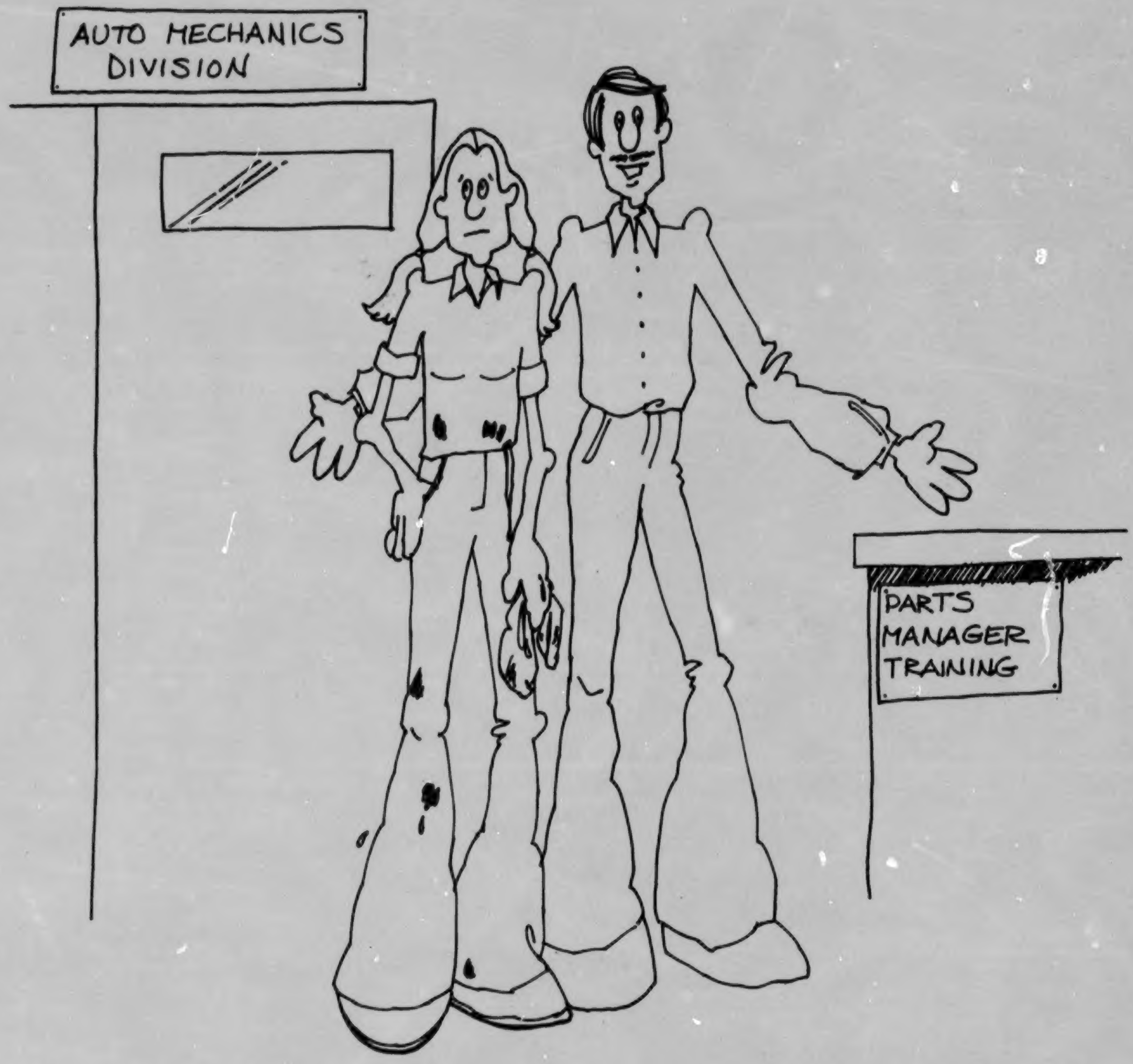
TRAINING TECHNIQUES



ROLE PLAY #5

Harry is enrolled in home economics with an ambition to become a fashion designer. From the start he has excelled over the young women in this class. As a result, some of Harry's classmates have become hostile towards him. Last week they started to harass Harry by hiding some of his pattern pieces and knocking his dish of straight pins all over the floor. Mrs. Hightower, the instructor, has asked Harry to a conference because of the problem.

TRAINING TECHNIQUES


AUTO MECHANICS DIVISION
PARTS MANAGER TRAINING

ROLE PLAY #6

Doris is one of five women who signed up to study auto mechanics. Mr. Sanchez, the instructor, notices that Doris is not so strong as the other women. Mr. Sanchez meets with Doris to discuss training to be a parts manager.

SEX-FAIR TRAINING GUIDELINES

Training nontraditionals and traditionals in the same setting, be it a classroom or job site, requires the same basic principles as far as the cognitive domain is concerned. But since breaking down barriers of sex role stereotyping implies a values conflict, it may be appropriate to review guidelines associated with the affective domain with sex equity in mind. An issue of the Peace Corps training manual provides an interesting set. These guidelines are presented here in adapted form.

To promote and achieve sex-fair behaviors among workers and students in training:

1. State the objective at a level appropriate to the age, background, and interests of the learners as well as the requirements of the job.
2. Preevaluate the learners to determine the attitudes and values they currently have.
3. Apply teaching/learning principles, such as a clearly perceived purpose, sufficient and appropriate practice, provision of feedback about results of practice, graduated sequence in learning experiences, and individual differentiation in behavior.
4. Evaluate the learners to determine progress and ease of learning.

The trainer committed to sex equity has the tasks of promoting demonstration of sex-fair behavior and minimizing, neutralizing, or eliminating avoidance. Three ways of doing so are through providing positive conditions, positive consequences, and modeling. The following guidelines may increase self-esteem and thereby foster positive conditions and consequences for training interactions involving nontraditionals and traditionals.

5. A learner's response is an attempt to learn; therefore it is important to give feedback about the results in a way that accepts rather than rejects the attempt.
6. Learners who treat nontraditionals sex-fairly need to be reinforced or rewarded.
7. Graduated sequences need to be designed that will allow positive interactions most of the time.
8. Sufficient guideposts are needed to help learners know what they have achieved in positive interactions, where they are, and expectations for future growth.
9. Statements of objectives need to be clear enough for learners to understand when first encountered.
10. Individually differentiating learners in terms of their understanding and practice of sex-fair behavior advances efforts to address growth needs.
11. Feedback about results given after a learner's behavior should be immediate and specific.
12. Learners should have some choice in selecting and sequencing efforts to promote sex-fair behavior.
13. Relate new information to old, within the experience of the learners.
14. Treat learners as individuals.
15. When discussing the subject of sex fairness with learners, use active rather than passive words.
16. Techniques such as motion, color, contrast, variety, and personal reference can attract and hold attention when promoting sex-fair behavior.

17. Trainers need to express genuine satisfaction when a learner successfully practices sex-fair behavior.
18. Instructional tasks should be relevant to sex equity objectives.
19. Measures of sex-fair behavior should be relevant to sex equity objectives.
20. Interactions between traditionals and nontraditionals should be as voluntary as age, interests, and tasks suggest.

In using modeling, remember that most learning outcomes in the affective domain based on direct experience can also be achieved vicariously through observation of others. Guidelines based on experiment results are:

21. Learners achieve more by imitation if the model has prestige in their eyes.
22. Learners will perform more of what is learned if they see the model being reinforced rather than punished for the behavior.
23. When learners see a model being punished, they will tend not to do the action that was punished.
24. When learners see a model behaving in a sex-biased, sex-discriminatory, or sexually harassing way, and there is no aversive consequence to the model, the probability increases that the learners will behave in the same way.

Source: Adapted from Peace Corps. *Peace Corps training Guidelines.* Washington, DC: Action, 1973.

TEN IRRATIONAL IDEAS

BY ALBERT ELLIS AND ROBERT A. HARPER

1. "You must have love or approval from all the people you find significant" (p. 88).

2. "You must prove thoroughly competent, adequate, and achieving or . . . at least must have competency or talent in some important area" (p. 102).

3. "When people act obnoxiously and unfairly, you should blame and damn them, and see them as bad, wicked, or rotten individuals" (p. 113).

4. "You have to view things as awful, terrible, horrible, and catastrophic when you get seriously frustrated, treated unfairly, or rejected" (p. 124).

5. "Emotional misery comes from external pressures and . . . you have little ability to control or change your feelings" (p. 138).

6. "If something seems dangerous or fearsome, you must preoccupy yourself with and make yourself anxious about it" (p. 145).

7. "You can more easily avoid facing many life difficulties and self-responsibilities than undertake more rewarding forms of self-discipline" (p. 158).

8. "Your past remains all-important and . . . because something once strongly influenced your life, it has to keep determining your feelings and behavior today" (p. 169).

9. "People and things should turn out better than they do and . . . you must view it as awful and horrible if you do not find good solutions to life's grim realities" (p. 177).

10. "You can achieve maximum human happiness by inertia and inaction or by passively and uncommittedly 'enjoying yourself' " (p. 186).

Source: Ellis, A., & Harper, R. A. *A new guide to rational living.* North Hollywood, CA: Wilshire Book Company, 1975.

SEX-FAIR SUPERVISING GUIDELINES

Assertiveness training for managers is useful to consider in supervising nontraditional and traditional coworkers. The added tension likely to accompany the initiation of these work situations makes it all the more important that supervisors incorporate assertiveness in their management style to be both firm and flexible, respectful and responsive. Taetzsch and Benson (1978) list basic guidelines for assertive supervision that can be adapted as follows to sex fairness:

1. Put your efforts into changing behavior, not attitudes. You can't expect quick changes in attitudes and beliefs.
2. Let your traditional and nontraditional employees know exactly what you expect of them in working together.
3. When someone harasses a nontraditional, or a nontraditional does something counterproductive, tell the person about it right away in a tactful but firm manner.
4. Have a clear idea of your own sex equity goals before asking subordinates to follow them.
5. Treat nontraditionals and traditionals consistently. At the same time, remember to give a new worker lots of support.
6. Never belittle a nontraditional employee for making a mistake, or a traditional employee for not knowing how to be sex fair. Adjusting to new work roles poses fear for both men and women. If people fear the reality facts show them, they tend to try to discredit those facts. So concentrate on correcting mistakes, not pointing them out.
7. Be generous with positive feedback.
8. Give employees room to grow in sex-fair behavior as they show the capability of dealing with it.
9. If traditional employees persist in undesirable behavior toward nontraditional employees, persist in confronting them with the problems and mutually seek a solution to the root cause.
10. Involve employees in problem solving whenever their input may be useful in maintaining a positive work relationship between nontraditionals and traditionals.

Source: Adapted from Taetzsch, L., & Benson, E. In R. Freiberg (Ed.), *Taking charge on the job: Techniques for assertive management.* New York: Executive Enterprises Publications Company, 1978.

If, despite careful preparation for nontraditionals to join the work setting, coworkers fail to respond with sex-fair behavior, additional guidelines adapted from Fournies (1978) are useful in turning the situation around.

1. Define what the traditional employee must do differently so a sex-fair environment will develop.
2. Involve the traditional employee in face-to-face discussion—intentions to change need to come from the employee's mouth, not just the supervisor's.
3. Remember that approximately 50 percent of nonperformance problems occurring in business can be related to feedback problems.

4. The need for change must be clearly identified for the traditional employee.
5. Traditionals and nontraditionals alike must understand that they are responsible for their own behavior.
6. Traditionals must perceive that sex-fair behavior is in their interest as well as the nontraditional's.
7. Supervisors must be committed to the same things they want traditional employees to do.
8. In acknowledging and praising traditional coworkers' progress in developing sex-fair behavior, remember that achievement is both winning and losing by less than before.

Source: Adapted from Fournies, F.F. *Coaching for improved work performance.* New York: Van Nostrand Reinhold Company, 1978.

In laboratory settings vocational educators are both trainer and supervisor. As such, the guidelines provided so far apply, in addition to the following statements adapted from Marks, Stoops and King-Stoops (1978):

1. Establish a healthy working relationship with traditional and nontraditional students by approaching problems on a democratic and cooperative basis.
2. Strive to enhance each person's growth in sex fairness by delegating responsibility for the improvement of the class's awareness and behavior.
3. Evaluate continuously your own sex-fair behavior, if not attitudes.
4. Be aware of the students' changing needs and develop steps to continue growth in sex-fair behavior.
5. Encourage traditional students to talk to others about their positive experiences working with nontraditionals.
6. Don't ask students to do something in the interest of sex equity that you are unwilling to do yourself. Supervisors are subject to the policy they help to create.
7. Express concern for sex equity and the welfare of the class through action, not just verbalization, in order to maintain high morale.
8. Don't belittle traditional or nontraditional students' dissatisfactions or give them ready-made solutions.
9. Look at a degree of internal disagreement as an opportunity for future growth.
10. Solve a sex equity problem, rather than sell a six-fair solution.
11. Stress what is right in sex equity, rather than who is right.
12. Allow time for consensus regarding sex equity to develop.
13. Recognize individual differences in students' behavior regarding nontraditionals, and capitalize on them.

Source: Adapted from Marks, Sir J.R., Stoops, E., & King-Stoops, J. *Handbook of educational supervision: A guide for the practitioner* (2nd ed.). Boston: Allyn and Bacon, 1978.

SEX-FAIR SUPPORT SERVICES GUIDELINES

All students and workers benefit when their school or job surroundings provide support services. It is not surprising, therefore, that the special needs which nontraditionals inherently pose at this point in our culture make support services even more vital to their successful adjustment to class or the work place. A concerted effort from top administration on down to line supervisors and classroom teachers is bound to work best. Indeed, the most vital support service is personal commitment.

Vocational Educators

1. Encouraging a "buddy system" wards off discrimination, provides moral support, and refutes sex-stereotypical myths.
2. Peer counseling is a vital support service, especially in cases where low nontraditional enrollments do not afford students the "buddy system."
3. One of the primary concerns of support services pertains to both offering feedback to students for reassurance and obtaining feedback from them to assess needs and effectiveness of support services.
4. Adult role models can make a tremendous impact, especially in combatting conservative peer pressure.
5. Courses need to be offered when nontraditional students are available to take them and when special needs are identified.
6. A needs assessment should be conducted to determine what support services are appropriate.
7. Reentry can be facilitated through a coalition of community groups.
8. Of particular importance at the postsecondary level is providing nonbiased placement and financial aid.
9. Retaining nontraditional students in vocational education classes hinges greatly on the provision of support persons.
10. Formal and informal inservice activities may be necessary to achieve support of traditional vocational education teachers.
11. Teachers can help the adjustment in class to nontraditionals by guarding against students' slipping into stereotyped patterns.
12. Communications will play a strategic role in anticipating problems with parents and spouses through dissemination of pertinent information and provision of opportunities for significant interaction.
13. Give employers seeking full-time or part-time employees the names of qualified nontraditional, as well as traditional, students.
14. Mailing lists need to be checked to guarantee information is going out to the persons to be reached.
15. Examine the model you provide for students.

16. Identify your students' awareness of sex stereotyping and their role expectations.
17. Teach for attitudes as well as knowledge and skills.
18. Integrate the concepts of sex stereotyping as the basis for increasing expanded role expectations.
19. Develop an understanding of stereotyping and role expectations with regular course content.
20. Create a classroom climate that encourages students to examine sex-stereotyped assumptions, attitudes, and expectations.
21. Focus on human liberation, rather than liberation of one sex.
22. Determine students' reactions to the topic during and at the end of the course.

Sources: Items 1-14 adapted from Vetter, L.; Burkhardt, C.; & Sechler, J. *Vocational education sex equity strategies.* Columbus, OH: The National Center for Research in Vocational Education, 1978.

Items 15-22 borrowed from Community Service Education Department. *Expanding adolescent role expectations: Information, activities, resources for vocational educators.* Ithaca, NY: New York State College of Human Ecology, 1978.

Vocational Counselors

1. Encourage recruitment of men and women into nontraditional training programs.
2. Encourage other counselors or advisors to publicize career options that are nontraditional.
3. Encourage inservice training programs on sex equity in education as well as employment.
4. Include guest lectures in vocations by individuals who represent a range of situations (underemployed, unemployed, single, married, childless, traditional, and nontraditional).
5. Organize rap groups or consciousness-raising groups to help persons gain self-knowledge, set career goals, and overcome occupational sex role stereotypes.
6. Expand educational programs and services to increase awareness of broader job options.
7. Provide a tour of a variety of vocational classrooms and industries to convey the advantages and disadvantages of various occupations.
8. Communicate information about job trends 5, 10, and 20 years from now.
9. Provide peer support—a "big brother" or "big sister"—to new students in nontraditional programs.
10. Provide a class that might be called "the problems of work." It might help new or potential workers to deal with problems that cause absenteeism and turnover, such as inadequate housing and transportation, unsatisfactory child care arrangements, lack of conditioning to meet the physical strength and agility required of the job, accumulative fatigue, too heavy load of outside duties, and unhappy working relationships.
11. Plan facilities with washrooms and convenient and appropriate places for both sexes.
12. Provide flexible scheduling of classes to include part-time, evening, and perhaps weekend hours.
13. Provide training in basic study skills, basic job skills, and physical exercise.
14. Help males in a class acquire an accepting attitude toward females; and females, an accepting attitude toward males.

15. Include a course or workshop for women in "how to survive in a man's occupation," and one for men in "how to survive in a woman's occupation," or simply one in "how to survive in a nontraditional occupation."
16. Increase cooperative work experience education programs in nontraditional training for women and men. Place two persons of one sex in the same spot for mutual support.

Source: Items 1-16 borrowed from Postlewaite, B.W. *Encouraging men and women into nontraditional occupations.* Olympia: Washington State Commission for Vocational Education, n.d.

Employers

1. Don't separate job tasks into male/female categories.
2. Encourage men and women employees to develop nontraditional skills.
3. Provide opportunities to try out nontraditional jobs.
4. Staff development may be needed related to sex equity.
5. Promotional opportunities should be available for both sexes.
6. Nontraditionals may need exposure to the terminology and tools in nontraditional jobs.
7. On-the-job training helps persons desiring a job change from traditional to nontraditional.
8. Women and men should have the same interview and examination questions.
9. Employees need to be informed about any special problems they may encounter in a nontraditional job.
10. Companies can help in recruiting nontraditional employees by working with local schools and training sites.
11. Instructors of work/study programs need to be informed of anything their students are lacking to succeed in a nontraditional job.
12. Related instruction classes can provide discussion and solutions to problems of persons in nontraditional work/study positions.
13. Efforts are needed to provide successful role models for nontraditional employees and students to follow.
14. Companies can facilitate placement of nontraditionals by allowing interested persons to visit work sites.
15. Employers need to be able to determine what opportunities really exist for nontraditional job placement.
16. Employers can facilitate placement of nontraditionals by enlisting interest and involvement of other employers.
17. Female employees need help combatting prejudices of working with males; and males, to combat prejudices of working with females.

18. Training materials are useful for line supervisors in working with minorities and nontraditionals.
19. Local schools need to know employers' willingness to help in facilitating placement of nontraditionals.
20. Employers can help facilitate placement of nontraditionals by allowing employees to serve as speakers to student groups.
21. Know specifically the legal requirements for equal employment opportunities and affirmative action programs.
22. Examine your own biases and prejudices—do the facts support them?
23. Educate management, supervisory personnel, and all workers toward a realistic appraisal and acceptance of all persons as workers.
24. Modify the recruiting process if necessary. See that job postings are accessible to both women and men.
25. Make certain that only valid job-related testing procedures are established for all jobs. Pay special attention to language limitations.
26. Work with vocational training institutions to improve and increase related courses and to change attitudes toward training men and women for nontraditional occupations.
27. Take a community leadership role in advocating men and women for nontraditional jobs.
28. Review and compare the numbers of men and women in various positions using these variables: rank, salary, supplemental compensation, and frequency of promotion.
29. Study the labor pool of qualified applicants for each position in the agency to ensure that persons are selected for jobs in proportion to numbers of available persons of both sexes. Include in the pool, persons employed in the agency, unemployed but qualified people in the area, and graduating students from universities or colleges in the state.
30. Design an affirmative action program to remediate in the areas where representation of one sex has been absent. Include sections on these areas: recruitment, selection, transfer, referral, retention, dismissal procedures, and salary discrepancy adjustment.
31. Make certain that internships, other staff development opportunities or training, tuition grants, or compensation designed to prepare employees for promotion are made available equally to both sexes. (However, if one sex has been limited in the past, these opportunities may be designed to help eliminate the underrepresentation of that sex as part of an affirmative action plan.)
32. Issue a clear and firm statement of affirmative action to employees and the community-at-large through newspapers, letters to employees, handbooks, statements of philosophy, and application forms that includes a specific reference to nontraditional opportunities for men and women.
33. Publish policies, procedures, and criteria for job selection so that incomplete knowledge of jobs may not have a differential effect on members of one sex.
34. Review job descriptions and qualifications to be sure they are job related, and remove discriminatory criteria.

35. Remove from job application forms discriminatory questions concerning these:
    1. Marital status (Miss or Mrs.)
    2. Number of children or other dependents
    3. Head-of-household designation

36. Publish salary schedules for both professional and nonprofessional positions.

37. Examine employer-sponsored activities, including social and recreational programs, for evidences of discrimination on the basis of sex. If inequity is found, take necessary steps to remedy the situation.

38. Examine fringe benefits for discriminatory practices and make necessary changes. Include attention to the following:
    1. Equal retirement benefits for men and women
    2. Leave time benefits
    3. Insurance benefits, including pregnancy treated as a temporary disability

Sources: Items 1-20 drawn from Postlewaite, B.W. *How can employers help provide equal opportunities for men and women?* Olympia: Washington State Commission for Vocational Education, n.d.

Items 21-27 drawn from Postlewaite, B.W. *Encouraging men and women into nontraditional occupations.* Olympia: Washington State Commission for Vocational Education, n.d.

Items 28-38 drawn from Alabama State Department of Education. *Educational equity model.* Montgomery: Alabama State Department of Education, n.d.

MUTUAL ACTION PLANNING FOR ENHANCING PLACEMENT OF NONTRADITIONALS

I. Establishing Improvement Objectives

What three improvements related to placement implications of recruiting/interviewing, training, supervising, or support services would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the improvements that is most important to you and write it as an objective. Make sure it answers the following questions:

- *What* is to be improved?
- *Who* is going to improve or be improved?
- *How* will they improve?
- *Where* will the improvement occur?
- *When* will the improvement occur?

II. Identifying Barriers to and Supports for Improvement

A. What are the important barriers that you will encounter in your effort to achieve the improvement you've selected?

B. What supports will you have in your effort to achieve the improvement?

III. Reevaluating Your Improvement Objective

Now that you've identified barriers to and supports for your improvement objective, think about the following questions:

Is attainment of the improvement objective *possible?[*

Is attainment of the improvement objective *probable?*

Is the objective stated in behavioral and concrete ways?
Is it *observable* and measurable?

Have you set a *timeline* for achieving the objective?

Do you believe your improvement objective is the *best available alternative* for achieving your change goals?

Is this something you *really* want to achieve?

IV. Planning for Accomplishing the Objective

A. Improvement Resources

What resources (knowledge, skills, money, people, materials, training) will you need to achieve your improvement objective?

knowledge/materials:

money:

people:

skills/training:

B. Action Steps

List below the necessary first steps that you will have to take to meet your improvement objective, and the timelines you will set for their completion.

Action Step	*Time Completed*
1. ______	______
2. ______	______
3. ______	______
4. ______	______
5. ______	______
6. ______	______
7. ______	______
8. ______	______

C. Evaluation

List below the way(s) you will know whether you have accomplished the improvement objective.

1. ______________________________
2. ______________________________
3. ______________________________

Source: Adapted from McCune, S., & Matthews, M. *Implementing Title IX and attaining sex equity: A workshop package for elementary and secondary educators.* Washington, DC: Resource Center for Sex Roles in Education, 1978.

NONTRADITIONAL STUDENTS AND WORKERS TELL HOW IT IS

A. Initial Excerpt on Tape for Unit I (See Activity 1)

Tom – high school senior and a male enrolled in cooperative office education:

"I don't consider myself a nontraditional. . . . In our school it may be considered nontraditional, but I know in other schools in the Columbus area they have almost a 50-50 COE program. . . . Most of my friends are interested in office-related occupations. . . . A lot more men hold business management courses than women a lot of times in most offices. I'm interested in basically banking, and there are a lot more top officials in banking as males than there are females. . . . If you are qualified, I feel you should hold that office or position no matter what your sex is. . . . I feel that, through the data processing program and this program, it's taught me enough that I can hold a variety of office jobs. I feel that I could become a secretary if I wanted it, but it is not what I want to be. I don't particularly enjoy typing, although I do it and I can do it fairly well. . . . You may have to impress the interviewer more than a traditional to get the job. . . . There is no doubt in my mind that there is plenty of grievances among occupations, although I don't feel that it is that much office related. I feel it's more construction related, where the women get into the construction field. . . ."

Chuck – age 32, veteran, bachelor, and a male dental hygienist:

"I was a dental technician in the navy. . . . When I was in the navy it was not nontraditional. Most of them were males. . . . I just got so used to it being a male role I didn't really think of it much as a female tradition at all."

Chris – high school senior and a female enrolled in equine science:

"I would like to work up at the fairgrounds with standard rig racing. . . . Right now I have a job taking care of two horses at the cleaning stalls and jog them and keep them cleaned up. . . . Well, it didn't matter to me if a girl could do it or not because my heart was set on it. So even if they didn't let girls in, I was going to fight. . . . We have a horse out at our barns now that is pretty wild and nobody wanted to jog him. And our teacher wasn't there that day. We had just a student teacher who never . . . I wanted to go out and jog him, but everybody wasn't going to let me because he was so wild. And then the boys came out and said, 'Well, I'll jog him; I'll be able to take care of it.' And a few of them went down to clean their stalls or something and I just took the horse and went out and he started throwing fits, but I made it. . . . Yeah, if God had made me a guy, it would have been a lot easier. . . . In occupations that are usually guys', the girls are doing harder work, so the people are going to start employing the girls. Where the girls have usually been, the guys are doing harder work. So everybody is kind of evening it out now. . . . I don't like asking for help because it shows that I can't do it, and I can do it. . . . I was always a shy person that I was a little 'wimpy,' as you might put it. But since I found out how much work it takes to convince people that girls can do this job, I have become very independent and I am proud of it. . . ."

Sharron – age 34, a divorcee, mother, and female pattern maker for John Deere:

"But I just thank God that I'm in there now because I was on welfare for a long time, and I know what it's like to not have any money. And I know what it's like to be really super depressed and not be able to get enough—get a job that doesn't even pay enough money to get off welfare. I paid an employment agency $250 to get a job at Beneficial Finance, and I was still eligible for welfare, legally!"

B. Closing Excerpt on Tape for Unit I (See Activity 6)

POSTSCRIPT FROM SHARRON

"I'm an apprentice pattern maker at Deere's. . . . The pattern makers' apprentices can be hired off the street, I do know that, but I've been at Deere's for 3 years and 2 months.

And when I first got at Deere's, I know that I did not want to stay driving a fork truck because you reach a certain labor grade and that's it. . . .

I didn't apply for an apprenticeship—I was getting ready to. . . . I took a course in drafting and I took a course in blueprint reading and I was just getting ready to put in my application when evidently my file was pulled and one day my foreman called me. And he said, 'You are supposed to call personnel.' I thought I had done something wrong.

And I called out there and they said, 'Would you be interested in an apprenticeship?'

And I started crying, and I think they thought I was crazy. I was jumping up and down and I said, 'Yes, yes,' and I just couldn't believe it. . . .

When I first got hired at Deere's, I begged and begged and begged to get in there. I'm not an extreme feminist, but I truly believe that women should have access to these jobs also. When I got hired at Deere's . . . he said, 'What are you going to do in here for us?'

I said, 'Just give me a broom or a shovel and I'll show you; I don't care what it is, but I'll do it. . . .'

I'm not very big and we load lumber that's extremely heavy. . . . But you know, don't ever be afraid to ask somebody to help because great big burly guys ask me, 'Would you lift up the end of this board?'

And I say, 'Sure, I will.' And I'm glad they ask me because when I need to ask them, I'm glad they'll help me. . . .

I think you'll find that guys will help you—most of them will. Sometimes you run up against a chauvinist man or unliberated men that think, you know, 'What are you doing? You have no business here.' Sometimes they still mumble, 'I don't know how a woman is going to replace us. They tell us that, but I still can't believe it.'

But we aren't in there to replace them. We just want to work side by side with them and make the same money that they do.

There is a lot of satisfaction. It's one hell of a challenge and it really takes you to your limits, and it's really super. And you get the feeling that because you are a woman you want to just give it everything you've got so that they won't say, well, 'There's that broad over there; she screwed up a $40,000 pattern,' or 'She. . . .' You know the feeling. So you really try hard. . . .

Sometimes you outdo yourself, and it makes you really proud. And there is a lot of physical frustration, but you learn new coping skills, and you learn to make up for your size if you are small."

OPTION A – EMPLOYERS

(What a telephone company EEO coordinator has to say about nontraditionals.)

Judy: Lillian, I know that you represent the management of a large utility company/telephone company. What is your position for the company exactly?

Lillian: I'm the company EEO coordinator, and in addition I also have responsibility for hiring and all subsequent placement of all nonmanagement personnel throughout the state.

Judy: I'm quite interested to know what kind of opportunities you have had in your role to deal with women and men nontraditionals.

Lillian: It was far more difficult to recruit women into the traditional male jobs than it was vice versa because, jobs being less plentiful than they had been previously during the '60s, we found quite a few men that were willing to take the traditional female jobs. Of course that shouldn't be too difficult to understand—and was not too much of a shock to some of us—because men had been supervising these jobs for years and years. Now, recruiting for the women and the nontraditional jobs—we're talking about some of the physical types of jobs. And I think it was more difficult because society wasn't ready for it yet, and women were not thinking in terms of climbing poles or installing telephones. We had our greatest successes on what we call inside craft jobs. These are the kinds of jobs where they work in the central offices connecting up the wires and so forth and assigning and things dispatching, that kind of thing.

Judy: Was your approach primarily to encourage from within, or did you go outside the company system?

Lillian: Both. We did all sorts of internal recruiting—posters, group meetings. We made films with role models. When people came to the placement centers to file transfer requests or to talk about transfers, we did everything we could to encourage them to consider the nontraditional in addition to the traditional that they had first come in to request. We also went to the outside and recruited at schools, but we soon learned that you have to do much more selective recruiting. So we began concentrating on those places where we were likely to find the physically active women who would be both interested in it and qualified for this kind of job. We recruited in places like paratroopers' skydiving clubs, karate clubs, women's sports—just anyplace where we could find this kind of woman. We also were quite successful in some of the smaller towns where women had been raised on farms and had been used to doing physical work on the farm.

Judy: What would be the main reason that those women would even consider going into active nontraditional roles?

Lillian: Well, of course some of it was the desire to get out of a confining atmosphere of working inside with close supervision such as operator and so forth. And a large part of it was the money. The outside type, the craft job, is a traditional male job on the whole and pays much more money. So, if one could do it, and did enjoy it, or was interested in it, it was a great opportunity.

Judy: Do you have, just off the top of your head, any statistics in mind of how the numbers have gone for recruiting women and men nontraditionals?

Lillian: We have, I'm sure, if you count the inside crafts as I call it, some of those the women have almost come into a majority on those jobs. It has happened that fast in 10 years because they are very qualified, they are very good at it. We have not been that successful on the outside crafts. Those that are successful are quite successful, but we had considerable dropout rate in the early days. And, for some other reason, the persons that we placed did leave the job after a period of time.

Judy: May I ask what assumptions there may have been at first about women and men in nontraditional roles?

Lillian:	Oh, I think we had our usual number of managers who felt that only that sex could do the job as well. For instance, some of our people thought that men could not be service representatives because it was only a woman who had the patience and whose voice was, you know, the voice with the smile. However, it was very interesting to me that the men had far greater ease moving in with their coworkers than the women did. For some reason they were no threat to the women in the job. The women were very happy to have them. They were very cordial. They helped them, went out of their way to make them both comfortable as well as help them learn the job. On the female side—going into the traditional male job, as I said on the inside craft-type jobs, in the beginning it was, it was really quite interesting to watch because the women went into these jobs and were better at it in many ways. They were more productive, they learned quicker, they seemed to be able to do the job even better than the men. I think part of this was motivation. They were proving themselves. And I also think it was because they came from jobs where they were accustomed to working very hard as an operator or a clerk or service representative. So they went into the other job doing the same thing. They really raised the productivity of many of the offices, and I think became a threat to the men because very often they were outperforming the men.
Judy:	Was it necessary from the management point of view to do some things to help traditional workers be more accepting of nontraditional peers?
Lillian:	Yes, we did most of our work with the management of those offices, making sure they understood their responsibility as far as abiding by the corporate EEO policy, and made it their responsibility to see that the women were in fact trained, accepted, treated equitably while they were on the job. And if there was any kind of harassment or anything like that from the coworkers, it was the responsibility of the supervisor to put a stop to it.
Judy:	Have there been extra costs involved in terms of having nontraditionals introduced to the work force?
Lillian:	The only extra costs were in connection with the physical type of jobs, which has been a problem in our company. And there has been considerable research done at our corporate headquarters, our national corporate headquarters, to evaluate some of the duties in the job and to redesign some of the equipment to make it easier to use. To build equipment that is smaller, that fits the size of a smaller person.
Judy:	That would be an advantage for male coworkers as well, wouldn't it?
Lillian:	Of course. For example, a little gimmick that they put on top of the truck to help get the ladder off, that cost $2.50, made this so much easier to maneuver—and of course it benefits the men too.
Judy:	Are there any kinds of considerations you can think of that would enhance the effectiveness of nontraditionals on the job?
Lillian:	Yes. That is complete support and commitment to find the people at the top and in management, because without that, I think some of our lower level people and the coworkers might think that they have a choice about this, and they would engage in some of the harassing types of activities. And I didn't mean to imply earlier that we did not have some of that. We did in the early days, particularly on the outside craft jobs where the men resented having a woman in that area. For some reason it seemed to threaten their ego, their virility. As one man said, "How can I go home and tell my wife that a woman is able to do my job? That's a threat to my manhood!"
Judy:	What kinds of things were effective in helping men overcome those problems?
Lillian:	Well, I'm not sure that they ever did overcome the threat to their ego. They just got accustomed to it. But the best thing, once again, is to have a really good woman go in the group and prove that she can do it and is willing to pull her share and ask no favors. And the instances that have been most helpful that I can recall is when a woman who had been treated very badly by her coworkers, when the opportunity came and they needed help or there was something to be done, she turned the other cheek and went to their aid and helped them and she became more accepted.

Judy: I'm wondering if you have any advice you would like to share in terms of how teachers can build constructive habits in nontraditional workers—and in traditional workers of the future—so that some of these adjustments on the job will happen more gracefully?

Lillian: Well, the first thing I would like to say to teachers is the fact that from my observation, schools are not changing as fast as industry is. We have even met resistance, if you will, when we're going out recruiting for nontraditionals. The teachers are, let's say, more traditional than some of us in business—some teachers.

Judy: What's your overall prognosis for nontraditionals in the work world?

Lillian: Oh, I think there's no stopping now. We're into it, and I think the only way we're going to save this country—save our own company and save the future—is to capitalize and utilize skills, talents, and abilities wherever we find them.

Judy: If the federal pressure were off affirmative action guidelines, what would your company's action probably be toward nontraditionals?

Lillian: I think our company is far enough down the road that we would continue to place people wherever their qualifications and desires took them. However, perhaps not at the rapid rate that we are required to do under the executive orders. I say, if we ever reach the objectives that we are trying to reach about looking at people as people, not just women are going to benefit, but men will benefit in the same way by getting rid of the stereotypes and the burdens and responsibilities that they're automatically assigned without having a free choice to do whatever they want to do. They should have those options too, and that's the world I think we are all working toward—is where each of us has our own options and has the freedom to choose.

Tape Script II-2
Cassette 1, Side 2

OPTION A—EMPLOYERS

(What a department store director of personnel
has to say about nontraditionals.)

Judy: Dave, I know that you are director of personnel for a very large department store. Has this given you many opportunities to deal with women and men in nontraditional occupations?

Dave: It certainly has.

Judy: What is your company's recruitment policy regarding nontraditionals? Do you actively seek them out, or are you in an accepting posture if they seek you out?

Dave: Well, both. We have an affirmative action program that allows us to interview men, women, minorities, handicapped for all available jobs both in our corporate headquarters and in our 17 different locations. We monthly and quarterly submit to our president and chairman of the board our positive actions toward women and minorities and handicapped and to our employment . . .

Judy: Could you describe what one of the things might be that you do to actively seek nontraditionals to work for you?

Dave: What we do is, we identify in each job category the total number of individuals in that category. For an example, if we looked at our sales category and we looked in a specific category such as selling appliances and we had 10 sales people in that category and we had 10 males, then that would lead us to believe that we had not intelligently looked at women in that category. And we will look at the history of how many males have been selling our appliances for some time, and then we will try and actively recruit women in those jobs.

Judy: Do you, then, in an interview with the prospective employee, bring the subject up to sound them out to see if they might be interested in a nontraditional job?

Dave: Well, the application as it is designed allows the applicant to put down their interests, to put down their qualifications. As we review the applications then, we—if there are no available jobs based on the qualifications of the application and we know from our statistics that there is available job in another area and if we think there is a match there—we will then encourage the individual that they might interview for that job. And sometimes this comes out very positive, and sometimes they very honestly say,"We're not interested."

Judy: Were there any notions on your part that have changed as you over the years have worked with nontraditionals?

Dave: Let me say that the company I work for over the last five or six years the strategy has been that we hire to the job rather than the individual. I think that the only way that you can equitably hire—and we practice this—is that we outline job "specs," qualifications, descriptions of the job, the educational level, the physical level, the mental level it takes to do the job, and then we look at the job and we try very desperately to put the most qualified individual in there. We've been successful at this, and where we have not been successful is because primarily changes are very difficult for a lot of people. When we find out that we've been successful in taking a female and putting her into a traditionally male job, then we build on these successes. We let people know about them. That's the best publicity you can get.

Judy: Is it to the point now that you are pretty good at predicting the successes?

Dave: I would have to say, without sounding too egotistical, yes.

Judy: Would you care to indicate what any of those characteristics may be?

Dave: We find people who have good communication skills—verbal communication skills—do very well in our job. People who can make individuals feel comfortable, people who can make people feel that we're basically of service to them. Also, we have found that people who have good work ethics, people who come to us that want to work, that can get to work on time, are more successful.

Judy: Could you describe briefly how nontraditional workers have been received by traditional coworkers and possibly supervisors?

Dave: We don't go out and sensitize the work force, "By the way, we're going to be hiring a female in this department and we want you to get along with her." We don't take that approach. We take a positive approach. We put the individual in the job, and while we are interviewing the individual we feel that the chemistry that comes out in that interview—that's where the professional comes in hiring. He or she in hiring would make sure that the situation would work. When you're hired at Lazarus—whether you're hired in a professional or an executive position, or a nonprofessional or nonexecutive position—you're given a 30-day interview. And all that interview does is we sit down and ask the individual, "Is the job what you thought it would be?" At that particular time, we are also sensitive to people who have gone into nontraditional jobs. We might want to discuss it at that time, "Do you feel comfortable working with 10 women? Have they communicated to you? Do you feel that the job is going to be challenging to you?" So we kind of informally talk to them. We don't assess their performance at that time because that's not the purpose of it. Talking to individuals four times a year with four different purposes gives us a proper feedback whether they are going to be successful in nontraditional jobs or even in traditional jobs.

Judy: From your standpoint, I can see it provides you with important feedback as a managerial person. I would think also it serves to give the nontraditional a sense of support, emotional support, which I think in some cases anyway might be very important to them.

Dave: The other thing we do is that we hold on a monthly basis through personnel what we call a training seminar for our managers. And it's a half-hour session where we have four or five of them down there. And what we do primarily is that we educate them about all the hiring practices, about what's going on nationally, what's going on statewide and locally with hiring, what it takes to hire someone, what the cost is to hire someone. And what we also do is sell our programs to our managers, so that hiring a nontraditional really is not a problem because we work at it every day in this fasion.

Judy: Are there extra costs involved in hiring nontraditionals and possibly any savings?

Dave: No. There's not any additional cost of this at all. Yes, there is a cost savings, and the cost savings would be that you hire the most qualified individual and you don't overhire or underhire.

Judy: Would you say that the job responsibilities for nontraditionals vary in some way from that of their traditional peers, or do you make a conscious effort that what they do reflect exactly the same expectations?

Dave: We try to be very objective in our assessment of performance here. And the only thing we can do then is take the job specification form and then we take the performance review form and say, "By the way, here's what we asked you to do six months ago. Here are the standards, and here's what you achieved." And from that standpoint, the review then becomes a total qualified review. But if there are not written standards (and 95 percent of our jobs have written standards), then the interview then becomes more subjective than objective and then you might have some problems.

Judy: What is your overall prognosis for nontraditionals in the work world? Do you think we're just going through a phase because there is some legislation, or do you think that nontraditionals will increase?

Dave: Realistically, I think that, with our recession and inflation nontraditionals is really not the issue. The issue is productivity. If you're the most qualified individual, then I have to put you in that job. We have to allow opportunities for nontraditionals and be aware that we have not hired in certain areas nontraditionals and make sure that we give them the opportunity, and if they are the most qualified, then they should be put in those jobs.

Judy: If the EEOC laws were rescinded, would your company likely continue the same hiring practice that you have evolved?

Dave: Let me say that in 1974 through 1976 we had a program to identify any job category and specific jobs where we were with male, female, minorities, and handicapped. We were under no direction to continue the program. From 1976 through 1980 we have a program that identifies every job, every job category, and every specific job, and every male and every female in there. Whether the EEOC was involved or not, we just think that's good equity, good equality, and sound judgment in looking at everybody for every job. That's part of the hiring process. And when you don't do that, then you're really cheating yourself, you really are. You're really cheating yourself. See, what appeals to you—what's been traditional for 50 years—doesn't make it right. What they bring about is new tools, new ideas, new attitudes, and—who knows—maybe they then become more productive because of it. But it's an effort that I think has to be done whether EEOC is involved or not, and we're going to continue to do it. We have a written program on it; I wrote 80 percent of it. I'm very proud of it; it works.

Tape Script II-3
Cassette 2, Side 1

OPTION B—RECRUITERS

(What a carpenter's apprentice coordinator
has to say about women nontraditionals)

Judy: Bob, what is your position with the Carpenter's Union?

Bob: I'm apprentice coordinator for the Carpenter's Union for the Capital District Council of Carpenters for 31 counties.

Judy: When did you first encounter a woman wanting to become a carpenter?

Bob: To answer your question, the first girl to come into our apprenticeship program was a transfer out of Dallas, Texas. This coming year in April she will graduate and complete her four-year apprenticeship program.

Judy: Do you find it makes any difference at all for them whether they are in the program as the only nontraditional or if they have someone else also a nontraditional involved?

Bob: I think it was mostly everybody hates changes, and after the first year I think it sort of seemed like things sort of fell in place. In fact, the girl spoke of a minute ago that came out of Texas—we feel very fortunate that she could adjust and get along with people. And this is what it takes. It takes somebody that has the right personality to get along with others and be able to cope with the situation. She did a fantastic job.

Judy: What has your track record thus far been with women apprentices? Have they all stayed in the program?

Bob: In Columbus, we've had a total of three dropouts out of twenty. We have tried to sit down with our people that we have taken in and given the bitter with the sweet, so to speak, so they have a clear understanding. You give them a lot of false hope—I think this is where you have a big dropout, and I think this is why we've been fortunate that we haven't had the dropouts that some areas have.

Judy: You have provided, then, this kind of introductory . . .

Bob: It's not fair to the girl going out and not knowing how to hold a hammer, saw a board; it's not fair to a contractor to send a girl out there and he has to pay her seven dollars and something per hour for just starting to work. So we feel that there has to be some provision made for these young girls to know what's happening.

Judy: Was there any kind of statement made to prepare the men for there being women on the job?

Bob: I went to the various locals in our district council and enlightened the men of the rules and regulations handed down by our federal government that eventually on any federally funded jobs there will be "x" number of women, and we tried to pass the information on to them and prepare them mentally. So far, we've had very good response. You know, some men were a little bit reluctant. And these are young women, so there was a little bit of static even from the wives. We felt that communication is our best asset. We felt that if the people were informed that—and mentally prepared for this—then we were halfway home.

Judy: Could I ask you, from your vantage point, heading up the apprenticeship program, what your initial feelings were about admitting women?

Bob: I had second thoughts, to be honest with you. I did, because a carpenter has more of the work than any other craft. I had second thoughts about a woman, especially petite, a small-type girl being able to do this kind of work.

Judy: I'm wondering if, in the past years since 1976, your views have changed at all about women entering carpentry?

Bob: Yes, I'd have to say they have, because the gals have proved themselves. Why, in fact, we had one young lady we put in our program in the millwright's this past summer. I thought that I would get a lot of static from our members, but the young lady's working out well. She, again, she's been the type person that has the personality where she can get along with men. She shows that she wants to learn the program, she wants to be a millwright and she is very sincere. She has two children to support and she feels that this is her way that she can make a very good pay check each week, plus learn a trade. A lot of girls don't like being behind a desk all day, they don't like punching a typewriter. And so I feel, like I say, they changed my mind completely because I felt that it would never work out, I really did.

Judy: Are the initial problems that women apprentices face primarily that of familiarity with the tools?

Bob: Well, yeah, it, when it starts out it's true.

Judy: Are there any other important initial problems they have to deal with?

Bob: If you have somebody that's been in the trade quite a few years and he is the type of individual that's willing to teach a woman what he knows, this is another asset to the young ladies, too. This is what we've tried to do in the past. Maybe this is, again, why we've been successful as we have been because we've been able to place these people in jobs and with individuals that would help them.

Judy: Would you say that the curriculum for women apprentices is different from the men's?

Bob: Oh, no. We teach the same thing. We teach the same thing, and we also try not to show any partiality as far as placing them on a job. If we have a worklist down at our union hall and when their name comes up on a list, whether it's out here starting a new building or working on a convention center, hanging dry wall, acoustics—whatever might be—we send them on.

Judy: Do you, in effect, recruit for women to enter the apprentice program?

Bob: Not directly recruit. We place an ad in the newspaper for two days and it clearly specifies that there is no difference. Whoever makes application, if they come in, pass the test, then they are accepted. In the past, we have had a very good relation with Urban League here. They have several nights of school for these people. We've found in the past that the people that we get from Urban League have really been successful.

Judy: Have you been in contact with vocational schools as a source of women apprentices?

Bob: We send letters out to all the vocational schools when we open up our program, so they are aware that the program is being opened.

Judy: Do you have any advice for vocational educators regarding their preparation or recruitment of women into this field?

Bob: Somebody has to get across to these young people that they should take math. If you can get to the young people in high school, like I said a little while ago, when they get at seventh, eighth, and ninth grade are the people we should be talking to. I have had several teachers inform me that what they've found is when somebody like myself, somebody actually in this business, comes in and explains to the people what they should be taking, why they should be taking it, it seems to leave more of an impression on them.

Judy: By the time a woman has completed the apprenticeship program, does she hold her own with other workers?

Bob: She should be able to, but, again, a percent of them never will. It's the same with men.

Judy: The woman you spoke of from Texas who is completing your program—she is a rather important person, then. In terms of how she works out, attitudes may be shaped.

Bob: That's correct, in fact we're very fortunate to have her. We are very proud of her and we feel that she has been an asset to our program. She's been an asset to a lot of girls coming into the program because she's sort of cut the path so to speak and it's broke the ice for a lot of people having girls on the job.

Judy: If the federal pressure were off to admit women, from your experience of the last few years would you still allow a woman to enter the apprenticeship program?

Bob: Oh, yes. I would because I think again like I say, where we've had people like Raye Hyatt, they have proven themselves, and we feel that they've done well. And, like I mentioned, some of the girls are doing better than some of the young men.

OPTION B—RECRUITERS

(What a director of student services has to say
about nontraditionals of either sex.)

Judy: Jim, when did you first encounter young men and women selecting careers not usually associated with their sex?

Jim: As long as I've been in guidance we've had students in nontraditional curriculum, even before Title IX.

Judy: What kinds of help do you find are necessary for nontraditional students?

Jim: I would say to assist the student in making that decision and then helping him or her through that decision. Many times that involves talking with mom or dad or a home school teacher to let them know that it is OK. Then also, job placement.

Judy: Has it been your experience that vocational teachers are as open to nontraditional students as you seem to be?

Jim: If there's any misgiving initially, the student that comes into the vocational program as a nontraditional student generally erases any doubt that the teacher might have had. And the reason that happens, I think, is that through the enrollment process here at the vocational school we talk a lot about commitment toward a career.

Judy: So you develop in students an attitude which is likely to impress teachers positively.

Jim: Yes. If the person is making the decision to enter a nontraditional career, then we spend a little bit of extra time talking about that. So there is no shock when young men find themselves being the only male student out of 40 cosmetology students, or a young lady might find herself being the only one of 25 welding students.

Judy: Would you describe your experiences with employers in efforts to place nontraditional students?

Jim: Those that have taken the step to hire persons from nontraditional skill areas have been very favorable in their reports about the work done by those students. Employers are not interested in the sex of the worker but in the skills and attitude.

Judy: Do any experiences with nontraditional students stand out in your mind?

Jim: There's more of a pioneering effort, I would say, on the part of females in this venture than there is of males, who suffer from the emotion of losing their macho image by going into a course that would be traditionally female.

Judy: For people around the country, they might be interested in a rough idea of just how good your track record is with them.

Jim: I would say that our track record, so to speak, would be good of students that actually enroll in a nontraditional training program. However, in terms of total statistics, we aren't where we would like to be yet because we find that students are still reluctant to make choices in career training that has not been traditionally female or male oriented. I go back to the need for career education and sex equity information at the elementary level. I think there's still a fantasy with what I call the television image of the Pepsi generation that girls still do girls' things and the guys still do guys' things. The impact of television is making a career interest in nontraditional careers easier, but with students that are in high school today the man was still the hunter and the girl was still the homemaker.

Judy: How do you go about dealing with it when they are past the point of grade school and career education?

Jim: The complication in that is that up until that time they probably have not thought about taking a course in a nontraditional area.

Judy: Will some of them perhaps come back for the adult education whom you are not able to reach at the high school level?

Jim: We see many many times, day after day, where adults are coming back, males and females, for adult education, to upgrade their training or for new training because they simply are not making it in the world of work with the training that they got from high school.

Judy: How would you answer someone who might counter that in their opinion this is only a fad, and that in a few years things will settle down, and men will do men's things and women will do women's things?

Jim: Well, of course, there are those that have the Archie Bunker syndrome that the woman's place is in the home having babies and that men should be out making the grocery money, but that's not a real situation in our economy and in our business and industry in the 1980s. And if you look at the world of work, if you look at the people beside you in the labor force, you can see that there are men and women in all kinds of jobs.

Judy: What advice would you like to share with vocational educators who are hearing this tape?

Jim: I think first in vocational education you have to establish a pattern of excellence and offer skill training that leads to employment. Then, if you are honest in looking for graduates that would carry on a tradition of excellence at any partiuclar vocational school, it doesn't make any difference whther the student is male or female. Employers' biggest concern in cost and industry in business today is absenteeism, and I've found that employers are thrilled to have students that do have good attitude and good attendance.

Judy: I'm wondering if there are some things that you might like to share with employers in terms of their responsibility to nontraditionals who come to work for them?

Jim: I know that in working with nontraditional students here we have to be ready to assist in helping that student through a rough time. He, the male or female student in a nontraditional course at our school, might be a lone ranger, so to speak, or one of only two students; and it's not always easy. We have to remember that.

Judy: Jim, you mentioned that you work very closely with employers in your advisory committees, and I'm wondering if that experience has benefitted your effort to support nontraditional students.

Jim: Support of nontraditional students here at the vocaitonal school is a spin-off from our almost total use of advisory committees in planning curriculum. Working with the school makes them aware of the need for career education, keeps them abreast of changes in sex equity and Title IX.

Judy: Would you recommend that schools around the country do something similar if they intend to launch a campaign, so to speak, to encourage nontraditional students to take programs?

Jim: Absolutely. The only way is to bring moms and dads, employers, business, and industry into the school and let them see that you're doing what's best for the young men and women, and you have the interest of future employment, employers at heart.

Tape Script II-5
Cassette 2, Side 2

OPTION C—NONTRADITIONALS

(What a woman carpenter's apprentice
has to say about her work role.)

Judy: Good morning, Raye. I understand that you have a nontraditional job. Would you explain exactly what that is?

Raye: OK, I joined the apprenticeship program—will be four years June 1, 1981, in which I, the apprenticeship, you go to school two nights a week to learn the trade, the skill of your tools, blueprint reading, estimating, a finished carpentry and also a rough carpentry. And I have worked on various jobs, different employers. I've worked on jobs from dry wall to metal work, acoustical ceilings, to wall partition, to hardware, doors, door frames, and fixture work at Lazarus. I worked there putting up showcases before their Christmas rush.

Judy: When did you become interested in a nontraditional career such as carpentry?

Raye: I've wanted to be a carpenter since I was 12. My grandfather was a finished carpenter, and I used to work in a shop, workshops in the summer, my summer break.

Judy: Did anyone try to discourage you from pursuing carpentry as an occupation?

Raye: Oh, you will get this in every trade in every profession, I will say. But a lot of the men that I have worked with have worked with me, and they have been a great help. Most of my friends are construction workers now; they lend a hand.

Judy: What other kinds of jobs have you had before you got into carpentry?

Raye: I was a secretary and a dispatcher for the police department.

Judy: So you have worked with men in other capacities as well. What skills or experiences have helped you in this occupation? I suppose working with your grandfather.

Raye: Yes, definitely. He showed me how to run a power saw and various things like this because they are very dangerous! And, one good thing you get, they normally put apprentices with journeymen. They will teach you as you go the safety on the job and how to use a ladder properly and your hand tool. This is your hard hat and things that you will need.

Judy: Was it difficult for you to get into the apprenticeship program?

Raye: No, not if you know your math. It's very important to have a good knowledge of math. You have to take your test, and you have to make 70 or above to even be accepted.

Judy: How would you compare your qualifications to a man's for the work you do?

Raye: Equal. Definitely, it has to be. If it's not, you are not going to get a job.

Judy: Do you feel limited in any way doing the work you do because you are a woman?

Raye: I have never put myself in that position to be limited. I would say I would not get involved in something like form work construction. It is heavy work.

Judy: A lot of lifting, you mean.

Ray: Yes, a lot of lifting. But there is a lot of work a woman can do very well at—acoustical ceilings, finished carpentry—excellent.

Judy: Without intending to be in any way sensational about this, I would like to ask you if you have experienced any difficult time on the job because you are a nontraditional and if you would be willing to share a little bit of that experience on how you dealt with it.

Raye: Oh, that would be hard to say. The only thing I would have to say is there are some people who don't understand, and they will try to make it rough for you at first. But I think I've opened this—I would say like frontier, to women. I'm not just saying this, because I have seen this. Most of the women that have joined the carpentrying in the past year have really had a lot of great chances, and they are not going through what I did.

Judy: Did you have any survival testing, asked to do tasks that a man might not be asked to do, just to see how serious you were?

Raye: No, I think I went through the apprenticeship my first year like every carpenter does. You get the installation; you get the work that the journeymen don't want, and that is traditional.

Judy: Whether you are male or female, right?

Raye: But that is traditional. They just want to see if you are willing to learn. If you will do that, then they see that you are really willing; and they will put you on with another carpenter.

Judy: What advice would you give to other women who are considering a nontraditional career?

Raye: I would suggest speaking with other carpenters or electricians on the job. Find out what they have to say about it. I don't think a woman 90 pounds could do it. There is a painters' union, and maybe that woman could be a good painter; but I think you have to be able to pull your weight. You have to be strong. And I think she would have to just talk to other people about it to see if that type of work is for her because the facilities aren't like a secretary's facilities. It is a dirty, dirty work. You can get dirty on the job.

Judy: What would make it easier for women to go into nontraditional careers, or do you feel that it is pretty easy now?

Raye: Well, I would say high school—if they have some type of trades in high school for them to take. A carpenter's shop—I think that would be an excellent start.

Judy: What is the hardest part about being a nontraditional worker?

Raye: Acceptance.

Judy: Like coworkers.

Raye: Definitely.

Judy: And what is the most enjoyable about being a nontraditional?

Raye: Coming back in about five years and seeing the work. You know, you were a part of that building.

Judy: I'm wondering—you mentioned worker acceptance was the harder part—and I'm wondering if communication skills have been a real key to your success?

Raye: Yes, we do have a steward on the job, and he takes care of all your personal problems. And if I have any, I just go to him and he straightens them out for me. Now there have been a few men I could not work with, and I have stated this. And I was put with somebody else I could work with. But you are going to get that with men—some men don't work with other men.

Judy: Have you experienced any sexual harassment at all?

Raye: Oh, not really. I wouldn't say that. I've been real careful about this. I try not to tell a man how to talk moral-wise, and the way I look at it—I don't have to listen. If they are taking a break and the men want to talk men business, I can just get up and leave. I don't have to listen to it.

Judy: What would you say to vocational educators and employers in regard to nontraditional employees or students —advice that you might have for them—alleviating their doubts about whether we should take nontraditionals seriously?

Raye: I think they should because I have seen women in the trades that have really contributed a lot to that work, to their work. And especially in finished carpentry, a woman is very neat with her work. And I would just say to employers to give that woman the opportunity to prove that she wants to be a carpenter or not. Or any other trade. I feel like it's time now that we do need the opportunity to learn because times are changing, and we all know now that the man isn't the only one to bring the paycheck home. There is just one thing I would like to add. I would like to say good luck to all of them. The women out there who want to go in the trades. And I would like to say just don't look at the good pay because it is hard work—you have to buy all your hand tools and you have to wear the proper dress clothes, proper boots. You have to, a lot of times, you have to wear support hose, and you have to buy arch supports for your shoes because you are walking on concrete 8 hours a day. If you try to develop the skill and in the long run you will really be amazed at what you accomplished. It's really something. I love working with my hands, and I like to see what I have produced. And, like I said, one day I will be able to build my own home.

OPTION C—NONTRADITIONALS

(What a male dental hygienist
has to say about his work role.)

Judy: Chuck, I understand you are a dental hygienist. How did you get interested in a nontraditional occupation?

Chuck: When I was in the navy, it was not nontraditional. I'd say 80 to 85 percent of the dental technicians in the navy were male. And that's how I got my interest—from the U.S. Navy.

Judy: Do you feel you would have been as likely to become a dental hygienist had you not been introduced to it in the navy?

Chuck: No. No, I don't.

Judy: Would your reason for not going into it outside the navy have been that it was associated with a woman's occupation?

Chuck: Exactly. But in the navy it wasn't. I just got so used to it being a male role, I didn't really think of it much as a female tradition at all.

Judy: So when you came out of the navy it seemed very natural to continue in that field.

Chuck: Right.

Judy: When you were training to become a dental hygienist, you were not in a class of predominantly women students, were you?

Chuck: Not in the navy, no. But in the outside I was the only male. I was the first male to be accepted at that school in dental hygiene.

Judy: Is there any way in which you feel somewhat handicapped in this particular occupation, as compared to women, or is there any way in which you feel you have an edge over them?

Chuck: Well, I feel I can get along better with the women than with the men. Oftentimes I'll come into the operatory, and there'll be a male there, and they'll look at me kind of like—and do a double-take, you know. They'll say, "Usually a woman cleans my teeth." One patient requested I did not clean his teeth. He didn't want a male cleaning his teeth. And I said, "Well, what about a dentist?" I mean, dentists actually do restorations in your mouth, fillings, and they're males." He said, "Well, you need smaller hands to do the cleaning," which isn't true at all.

Judy: But women don't question a man doing this job.

Chuck: Ahh, most of the time I would say I oftentimes get confused with the dentist.

Judy: So in that sense it actually works to your advantage to be male—as a power or authority figure.

Chuck: Exactly.

Judy: Have you had any interesting experiences going to apply for a job?

Chuck: Oh, yes. I've been interviewed a couple of times now and the dentist will say, "Well, I just wanted to see what a dental hygienist, how they respond to certain things." One dentist came in, and he said, "I want you to meet my associate, Dr. So-and-so." He was about 30 years older. And this doctor came in and looked at me right away and said, "Why didn't you go to dental school?" And I said (I was very on the defensive) and I said, "Well, I'll answer that question if you tell me if you ask all your female applicants the same question." I think I do a very good job. There are female dentists who do excellent jobs too. It's not really male or female.

Judy: Do you think that dentists treat you any differently on the job than they treat women who work for them?

Chuck: From my experience, I would say yes. When I was in the navy asking the dentist, "Do you think a male hygienist would survive on the outside?" they would always come up with, "You know most dentists want to hire a good-looking female to go with the office." But I worked for one dentist in town whose wife didn't seem to get along too well with the female assistant and the female hygienist, so I fit in pretty well. Certain people it doesn't bother at all; other people, they do treat me differently. They tend to put me on a little bit higher level because I am a male and they see that.

Judy: Do you think they have higher expectations of you than they do of women doing the same job?

Chuck: Yes, because most of the male hygienists that they have known in the past have gone through hygiene as a way to get into dental school. It's a good "in" for dental school for males especially.

Judy: What have been the attitudes of the women you work with in the dentist's office towards you?

Chuck: Very positive. I've never not gotten along with any of the women that I've worked with.

Judy: May I ask how old you are?

Chuck: Thirty-two.

Judy: Do you feel that your age is an advantage to you as a nontraditional worker?

Chuck: I think so, not necessarily age, but the experience that comes with age. And the other job-related experiences I've had just working with people. I think I get along with them fairly well, and I'm not really too bothered by a lot of comments people will make.

Judy: How do you assess your future in a nontraditional occupation such as this?

Chuck: I project that 20 years from now it's difficult to see myself cleaning teeth and having someone pay me for this service at the rate that I'm making right now. What I really see in the future is I would like to have my own office. I would like to be my own boss, take x-rays, and find cavities, and then refer them to a dentist. That is really how I would like to see myself 10 years from now, as being my own boss.

Judy: Have you experienced any sexual harassment as a nontraditional worker?

Chuck: No. None whatsoever.

Judy: If you were asked to go into a classroom in a vocational school, what advice would you give to boys and girls alike about this occupation?

Chuck: I just read an article a couple of weeks ago about in the '80s. Dental hygiene was the top job to get into. There are actual opportunities in it for both males and females. I think 10 years from now it's going to be equal. People won't really see it as a male or female role.

Judy: Did your teachers do something of a constructive nature? Or did you succeed in spite of whatever attitude they expressed in class?

Chuck: All the hygienists who were instructors were, of course, females, and two of them I felt like were kind of negative towards me. The other two were just very positive and the other one was just like in between so . . . I think, even if I would have had all the teachers discourage me, I would have still made it in spite of it. I didn't really need the people that were positive, but it was nice. It really was.

OPTION D—VOCATIONAL EDUCATORS

(What a cosmetology instructor
has to say about male students.)

Judy: Kay, I understand that you teach cosmetology. How long have you taught this subject?

Kay: I'm going into my sixth year.

Judy: When did you first encounter having young men in your course?

Kay: This is my first year of having a male student in my class.

Judy: Did you have any notions, preconceptions, about what it would be like having a young man in class which may have changed over the course of the year?

Kay: I think so. I was worried about some of the things that we teach. I was worried about the idea of how he would accept talking about anatomy and different things that pertain just to females, because we work so much on female patronage. So I really was worried about how he would take some of the things we were talking about. Would he be embarrassed? Would it embarrass the other girls in the class? And I found that my student was able to handle it without any problem at all. At first there may have been a few problems with him turning red, but it soon passed.

Judy: How would you describe this young man as a nontraditional student?

Kay: He had an interest in art. And being a cosmetologist, art is a very good background. He had a lot of interest in just dealing with doing hair. And so I think just because he had the interest, he decided to pursue it. And we were very glad that he did.

Judy: Did he share with you particular reasons he had for going into this field?

Kay: OK. He wanted—and I'm sure he will make this goal come true—he wanted to own a chain of beauty salons. He wanted to be an owner and operator and a very successful business person.

Judy: How did he get along with his peers, with the women peers in class?

Kay: They liked him a lot. They did have problems with dealing with the fact that he sometimes wanted to sit in on their conversations when they were talking about boyfriends. And sometimes they didn't wish to tell him the things that they might tell another female. So there he had problems because he did feel left out on occasion. And so there were times that I did have to intervene and say, "Girls, remember he is one of the classmates, and if you're going to talk, you should include him."

Judy: How would you compare his abilities, skills, in class to those of the young women in class?

Kay: His abilities were probably not anything extraordinary compared to the girls. He was probably as average as they were. There are some students that do excel and are exceptional, and my student was an average student. And he progressed as the year went on with great ease. He had no problem at the end of the year passing his state board; he did very well. He probably was better than the girls as far as communicating with the patrons, though, because he really had an interest for being there.

Judy: Have you had any role with placing this young man in a job?

Kay: Yes, I have. In fact, if I had had twenty young men in my class, I could have placed them all. Many of the salons in the area are very interested in having male operators because they can communicate with their female clientele normally with greater ease than the females can. It is very complimentary when a male hairdresser tells you that something is going to look nice; and you might believe it from a male before you would believe it from a female. And so, when it came time to place my male student, I didn't have to make any calls because the calls came to me—long before school was every ready to end—asking me if my male student would be interested in working in the salons in the area.

Judy: Have you had a role in helping to encourage other young men to take cosmetology, now that you've had a successful experience with your first one?

Kay: I just went through a sex-fairness program with sophomore students from different school in our feeding area for our vocational school. And I had the opportunity to work with about fourteen young men. And so that was a very good opportunity for me to let them know what my program is about—let them know that it is not necessarily just a female program.

Judy: Do you have any difficulty with other male students in the school creating problems for them—or making them feel that they are less a man because they are not in a traditional male occupation?

Kay: We did have that problem with my student. He went through his first year with quite a bit of frustration. A number of comments made by maybe some of the boys in auto body or auto mechanics, ones that thought they were taking masculine roles by taking those particular trainings. But we worked with my student a lot—all of the cosmetology instructors and counselors—and let him feel a little bit more secure about where he was in knowing that he knew exactly what he wanted, and many of them did not.

OPTION D—VOCATIONAL EDUCATORS

(What a cosmetology instructor
has to say about male students.)

Judy: Bonnie, I understand that you teach cosmetology. How long have you been teaching this course?

Bonnie: I've been teaching cosmetology approximately 12 years.

Judy: When was the first time that you encountered nontraditional students in that capacity?

Bonnie: Well, I've taught in private schools (cosmetology), and I went into the vocational education; and all through my teaching experiences I've always had boys. I've never had a class that has not had a male enrolled in it.

Judy: Do you recall how you felt at first having a male take the subject and be so considerably outnumbered by women?

Bonnie: Yes, I remember it very well. I don't know how to explain to you my feelings of what I thought about the boys that applied. And I think maybe we tend to feel that maybe a boy is not normal. When I went into cosmetology as a student myself, I felt that a boy was on the feminine side if he even decided to go to cosmetology. But working with them, it's changed my outlook. Not meaning that the boys haven't had problems—especially in vocational education they've had problems. Now I had a boy last year that he seemed to have more of a problem than any of the other boys that I'd had ever had in class.

Judy: Do you attribute his staying in largely to the pep talks you gave him, or were there some other support bases coming forth to help him?

Bonnie: He had no other support.

Judy: From his parents?

Bonnie: He had no support from his parents. It's the parents we are fighting. Not just cosmetology with boys, but it's carpentry with girls, auto mechanics with girls.

Judy: Do the counselors give you collaborative help?

Bonnie: Oh, yes. I don't have any trouble at all with counselors. I have trouble with home-school counselors, meaning the schools that feed into a vocational school district. That's the problem we have.

Judy: Do they ever come and visit your classroom to observe these students succeeding?

Bonnie: No. Very few do, and I feel when we have to educate people about vocational education and about stereotyping kids in different programs. I feel it needs to be with the counselors of those home-schools, and we find that to be our biggest problem. One example was a boy that wanted to come in my class. The counselor told him that was a feminine profession and that he would find only problems in there and it wasn't for him. And that's what he repeated to me, and I have told him—just like I told all the other boys I've had—that in any profession you're going to fight something or somebody along the way, and it's an individual thing as to what you want to do.

Judy: How do you feel about recruiting nontraditionals to take cosmetology?

Bonnie: I try to recruit at least a couple of boys in the class, and I think a lot of vocational schools are trying to do that now. They have been. It's just when you run into the counselors like I mentioned before and the parents' negative opinions sometimes, you just don't want to fight that.

Judy: What have some of your successful techniques been to encourage males to take cosmetology?

Bonnie: Usually, I try to have a male speaker that's a hairdresser in the area to come and speak and show styling and talk just a little about their experiences in our profession. And then have some of these male visitors that are really interested in cosmetology but they have a problem with their parents. And so I invite the parents and the male student and have them come in. And then they get to have a little bit of rapport with the person that's there, and they can talk to them on the side and kind of let the kids make up their own mind.

Judy: Do you have any words to share with vocational educators for whom the concept of having nontraditional students in class is still very new and strange?

Bonnie: I think that they also have to come around and come to the classes and see how these kids are working out and see for themselves. Myself, I always wanted to go into carpentry. That was an art-type thing just like I am in now; but I had a male principal tell me that I could not—absolutely not—get in carpentry, and I regret that now. And I feel we all have to change. The world is changing; we all have to change our opinions on what our beliefs were or what we were raised with. But you cannot sit behind a desk and say a male cannot be a cosmetologist, a female cannot be a carpenter or auto mechanic, sitting behind a desk. You have to go out and go in all these schools and see how it's working out. Talk to the kids that have been in it.

Tape Script II-9
Cassette 3, Side 1

OPTION D–VOCATIONAL EDUCATORS

(What a welding instructor
has to say about female students.)

Judy: Jim, how long have you taught welding?

Jim: This will be my sixth year.

Judy: When did you first encounter having nontraditional students in class?

Jim: I think two years ago we experienced our first girl in our class. She didn't complete the year with us.

Judy: Have you had any students since then?

Jim: Yes, we had two this last year who have completed the year.

Judy: Did you have any conceptions, preconceptions (I'll put it that way), when this first young woman came into your course? And over the years, have any of these preconceptions changed?

Jim: Well, actually I kind of looked forward to having some girls in the course, due to the fact that there are some areas that girls can perform just a little bit better than fellows in some of the particular areas in welding.

Judy: What are those areas?

Jim: That would be probably in the tig areas. It's a real fine art where you have to hold a real tight steady arc, and it's usually not related to too heavy work. And it fits and adapts very well to the female sex.

Judy: Have you found that the presence of young women in welding class has changed your curriculum?

Jim: Not particularly. It stays pretty much the same. It kind of excites the boys a little bit–a little bit of disturbance there–but not too bad. It's bearable.

Judy: Does that happen primarily just at first? Are they testing the situation, or does it persist throughout the year?

Jim: Oh, primarily at first, and there is some there throughout the year.

Judy: How do you, as the instructor, deal with that problem?

Jim: Well, generally it pretty well takes care of itself in your discipline problem. When you handle your discipline pretty well, it levels out.

Judy: Do you find that the young women are able to handle some of it themselves?

Jim: Yes, if they want to, they can pretty well quiet a lot of it themselves.

Judy: Are the young women at a disadvantage because it is a field they may be unfamiliar with?

Jim: Maybe yes, and maybe no. In this particular area I think that the chance is there for the girl to excel–and probably do as well as the fellows if they really want to put their mind to it. For instance, in the last year I think there have been in our VICA competition the last couple of years, there has been a young lady that has gone quite far in the competition as far as being against the fellows in the state competition.

Judy: In welding? Well that's wonderful. Have you had any involvement with placing young women in jobs after welding training?

Jim: We haven't actually placed any yet, but I don't anticipate having any problems at all. I don't think there will be any problems there.

Judy: Are you in contact with employers who have expressed a willingness to hire women?

Jim: Yes.

Judy: Do they have any reservations at all?

Jim: No. As long as we match the student to the job, there is no problem at all. I don't anticipate any problems at all.

Judy: How would you describe—are there any other notable characteristics that you feel are responsible for their doing so well?

Jim: Well, I think most of these girls that we have been involved with have gotten in touch with a little bit of this in some type of an industrial arts class, or something, ahead of time and created an interest in it.

Judy: This tape is going to be shared with vocational education teachers and employers around the country. I'd be interested in what advice you might have for them, especially considering that they may not have had some experience as you have with nontraditional students.

Jim: I would say the main thing would be not to be afraid of it and not try to single anybody out. Let your class go on as it would normally and treat everybody the same. Don't try to separate the girls from the fellows and try to give them special treatment. It would give you friction between them and the guys real quick.

OPTION D–VOCATIONAL EDUCATORS

(What a drafting instructor
has to say about female students.)

Judy: Curt, how long have you been teaching here?

Curt: We're starting in on the fifth year now, so I've completed four years.

Judy: When did you first encounter nontraditional students?

Curt: Right away. The first year I had three young ladies in my class when I started. I can't say that I was too surprised by that, because on occasion there have been women in the engineering field to a minor degree.

Judy: Could you describe experiences with one or two nontraditional students you have had that you think might be interesting to people who have not had nontraditionals so far in class?

Curt: The one that comes to my mind first of all is a young lady in the drafting field. And she went through our course here—two years of vocational drafting—and she is a leadership type of individual. She has the characteristics of a very outstanding nature, and she has since gone on to be employed in the Columbus area in an engineering research and development company, which I think is a very outstanding job, the type of work. There's a lot of creativity and a lot of responsibility, and she has shown a real leadership in perhaps what has been a man's field. She's quite successful. Another young woman is perhaps the best student I've ever had, as far as the highest grades and the greatest ability, when it comes to creative design potential, that type of thing. And she is successfully employed here in the Piqua area at a local industry. She just does a terrific job.

Judy: Have you had to provide any extra training for the women who have taken the course in drafting?

Curt: Well, perhaps, yeah. Well, there's been a couple of women in my class that do need some extra help, yes. Because they . . . but I can't say that that's stricity for women. I can't zero in and say that the women need the extra help and not the men.

Judy: Are there problems of self-confidence in the women who take drafting?

Curt: I think a little bit. Because part of our course is highly mechanical in nature. The young men work on their cars, and they understand how they work and how they function; whereas generally the women have not as much. And it helps them; this knowledge of how machines operate helps the men. It gives them a slight advantage, and the women have to work a little harder at picking that up. Now, in the architectural field, I have found that the women have a greater flair for that, when it comes to building, than generally the men do.

Judy: Have you been involved in placing nontraditional students in jobs?

Curt: Yes, most of the industry here, they have engineering staffs and drafting positions from time to time available. And they are more than happy to hire a young woman. Just as much as a man.

Judy: Have you had any role, perhaps along with the guidance counselor, in encouraging women to consider drafting as a career?

Curt: Somewhat. We have the students come through on tours and visit the facilities here, and they stop in and visit classes. And we have a chance to talk with them then. So we do get in touch with them a little bit that way. Yes, I do encourage them to come in and look around, and quite often they're quite surprised and anxious to come.

Judy: This tape is going to be used to share with vocational teachers, and I'm wondering if you would have any advice to them if they are at all concerned about girls coming into their class.

Curt: Well, I can speak for the drafting field. I can't speak for welding. From the point of view of drafting, I would not hesitate to encourage male or female. Really, I would treat them basically equal. There's not any reason to treat a female different from a male in the drafting field. When I look out over my class, I don't see them as male and female, they are just equal in my mind because physically there is no demanding effort that one can do better than the other.

Judy: Have you ever experienced, in class, any problems with male peers that you've had to deal with?

Curt: On a minor degree yeah, sure.

Judy: Did they fall into the nature of mild sexual harassment, or . . .

Curt: Probably, yes.

Judy: How did you choose to deal with it? Could you share that?

Curt: I very seldom have to step in and deal with it, because these women can handle it.

Judy: Do they have a bearing that gives a nonverbal message that they are here for business, just like the fellows? They aren't taking the class just to be with boys?

Curt: That's usually the case. They will show a professional attitude that tends to put the problem down, and by doing that I think it makes the men back off.

Judy: One last question, Curt. What is your prognosis, or your views about the future for women going into drafting?

Curt: Oh, in drafting it's very bright. I would encourage them to do so. I can't think of any reason why there couldn't be as many women as men in the drafting field. They are just as capable.

Tape Script II-11
Cassette 3, Side 2

OPTION E–TRADITIONAL COWORKERS

(What a male carpenter has to say
about a female coworker.)

Judy: Ed, what is your occupation?

Ed: I'm a carpenter.

Judy: How long have you been a carpenter?

Ed: Oh, for the past 15 years.

Judy: Is this your first experience, working at the hospital site, working with a woman?

Ed: No, I worked with a woman on a convention center. In fact, it was the same woman that's working here on the hospital.

Judy: How did you feel about women entering this occupation at first?

Ed: I think it's great. I think everybody should be given the opportunity. I think the women should be given the opportunity. I don't know whether I would want my wife working; but I think if the woman thinks she can do the job, I think it's great.

Judy: Has there been any kind of change in your attitude about women in this nontraditional trade over the course of time and experience?

Ed: Yes, over the course of time there has been a little bit of a change in my attitude towards it, because sometimes you come into a position or a situation where a woman can't handle the job or she can't lift as much as a man. That's probably a little disadvantage that she has in the field. As far as her being able to interpret the rules, the prints, or read a ruler, do the other functions of a carpenter, I believe she can.

Judy: Have their performance surprised you at all?

Ed: Yes, some of them have. Well, you have lazy men and you have lazy women, but most of the women are doing their best to outperform the man.

Judy: Why do they want to outperform the men, do you think?

Ed: I don't know whether they want to. I think they are just trying to show that they can do just as much.

Judy: Can you describe any problems there may have been at first when the women started working at a construction site?

Ed: There were several problems. One of the problems–main problems–would be restroom facilities. There is no separate maintenance–usually a general contractor doesn't have a specified area for women or for men. The women have to use the same restroom facilities as a man. In one way that is good, and in one way it's bad because if there is no lock or key on the door–and no way for her to close it or a man to close it–it can be a little bit embarrassing. That's about it, I think. That's about the only disadvantage that I can really see other than I know the exterior type of a construction worker is supposed to be beer belly and loud mouth and cursing all the time and smoking a cigar. But that's not really so, and I think the women have made the men act like men, instead of a stereotype construction company worker.

Judy: Do you think there was any survival testing, or pranks pulled, at first just to test the women's sincerity?

Ed: I'm sure there was. I haven't come across any, but I'm sure there were.

Judy: If there was any of this survival testing, how do you think that problem has been resolved?

Ed: I don't know if it has been solved, but I think as the work progresses—and as the woman works with the man—I think they can see whether she is capable of doing the job or not. And if she is, then they will accept her. There won't be any qualms whether she's a woman or a man. Just so long as she can pull her own weight. And tricks. There were some tricks pulled on some woman, I have to say this, down in the convention center. It was one particular girl, and they wouldn't let her eat in the lunch room with them. And they gave her a hard time, but I think she's all right now. I felt kind of sorry for her, but they were trying to ostracize her.

Judy: Do you think she contributed to that problem?

Ed: No, I don't think she did. I don't think she contributed to the problem at all. It was a different trade other than carpenters, and it was sort of a traveling trade where they traveled around the state doing work. And I think there you have a stereotype more so than a carpenter. It was a pipe fitters, local pipe fitters.

Judy: Can you think of any significant events that you think might be worth sharing to people who are just trying to think through their own position on nontraditional workers, any significant event that may have involved one of the woman carpenters here, any success story, or . . .?

Ed: I don't know of any significant event. As far as success story, I think a woman—if she starts the apprenticeship program and completes the apprenticeship program—I think that is a success story in itself. Because she survived four years of blarney, and she has proven herself, and she has done her job.

Judy: In my interview with Raye—I would like to follow that up by asking you—does she do anything particularly to make her work situation successful, aside from her apparent great skill?

Ed: No, there's nothing significant. She just does her job; I just feel she does her job. That's about all that is expected of anybody.

Judy: Do you think communication skills plays any part in her relationship with other workers?

Ed: There is really nothing different about the way she works, talks to the other workers, or handles herself, other than the fact that she is a female. There is nothing different in her manner. Of course, she doesn't walk like a man or have a gruff voice or whatever-have-you. She, she's a woman, and she is just, just in a man's job; but she is doing herself, proving I guess to herself and to a lot of other people that she can do it.

Judy: Does she have a sense of humor?

Ed: Oh, definitely, she has a sense of humor. She's a great person. I kind of like Raye. I've met her husband, and I kind of like the both of them.

Judy: If you were asked to talk to a vocational education class, what would you say to traditional and nontraditional students alike about this whole issue of people going into an occuaption not usually associated with their sex?

Ed: I would say follow your heart. If you feel that you can, don't let anything stop you. There is nothing that is going to stop you from doing anything really, whether it be a woman or a man. There is no field that anybody really couldn't handle, if they put their mind to it, whether it be this profession or another type.

Judy: Would you like to make any comments at all to vocational educators or employers about this same issue of nontraditional workers?

Ed: The only comment that I probably would make is encourage them. That is probably the key word. But that goes along with a man apprentice, a man apprentice also. See, when you are an apprentice, you are not supposed to really know a lot. You are supposed to learn. And the problem is a lot of people don't like to take the time to teach anybody anything, because they are so wrapped up in doing their own job. If they took the time to encourage someone, to still push them along, that would probably be the key word—*encouragement.*

Judy: Would you work with a woman again?

Ed: Definitely. Why definitely, sure!

Tape Script II-12
Cassette 3, Side 2

OPTION E–TRADITIONAL COWORKERS

(What a woman administrator and woman supervisee have to say about a male day care administrator.)

Judy: I am interviewing two women who work at a day care center. Could each of you describe briefly what your position is here at the day care center? Lugene first.

Lugene: I'm the head teacher of the five-year-old classroom.

Judy: OK, Rhonda.

Rhonda: I'm the associate director of the day care center.

Judy: For each of you, is this your first experience working closely with a man in this area?

Lugene: Yes, it is for me. It's the first time.

Rhonda: Yes, in this position. I've worked with males in positions that are not equal to mine—in other words, as either my supervisees or they have completely different backgrounds—but not with a male on the same plateau as me.

Judy: I'd appreciate very much if you would be willing to share how you felt about this relationship at first.

Lugene: Well, I had just graduated from college, and in my classes there were several men. So really I didn't think anything about it. I thought, well, it's the first time I ever worked with a man in a situation like this, but I was aware that men are becoming more and more interested in education.

Rhonda: Knowing his credentials, I think I felt a little in awe of him. I felt like I needed to help him more than I really did need to help him, because he was just very quick to adapt and very quick to get in and get his program going.

Judy: I see you nodding your head, Lugene. Are you . . .

Lugene: I agree with what Rhonda said because I felt more or less the same way at first.

Judy: Is it a situation of fear of the unknown, perhaps?

Lugene: Yes, the unknown and the inexperience. I just had not had the experience of doing it, and I think people have a tendency to think, "Well, this is a little out of the ordinary. Is there something wrong with the whole situation?"

Judy: Could you describe your expectation now of a man in such a nontraditional role?

Rhonda: Well, I expect that we're going to see a lot more men working in day care now. And I think that they are going to be very aggressive when they move into their positions. And they are not going to need us to help them along and get them acquainted with day care, because they are going to be very knowledgeable of day care themselves.

Judy: What is Steve's position here?

Rhonda: He's the program director.

Judy: The program director. In that capacity, what kinds of things is he responsible for?

Rhonda: He is responsible for the educational component of the program. The teaching staff, the educational materials and equipment, everything that has to do with the daily scheduling and working with the children. He's expected to be able to fill in as a teacher as well as supervise all the teachers.

Judy: Have you experienced, either of you, any problems because Steve is a man in a nontraditional role?

Both: No.

Judy: Another way of getting at the area that I'm interested in is to ask you, could you describe any advantages or disadvantages to the work situation because he is a man?

Lugene: Well, I can think of many advantages, but one in the classroom, when he's with the children, he just loves them so much and he has so much to offer them. You know, when he talks to them, sometimes they even listen more because, I think, he is a man and he has, you know, a sterner voice.

Rhonda: And a lot of our children that we serve are single parent families. And a single parent family in this day and age is mainly the mother and children. And so, lots of these children don't have a male image to look up to, and Steve in the Center will represent a male image for them to look up to. And I think that that's a big plus for us, having both images on board—the mother and the father image.

Judy: Have other colleagues of yours ever talked much about the fact that the program director is a man?

Lugene: There were never any snide remarks or anything. It was just an accepted fact that he was here.

Judy: Do you think that Steve does anything particularly to make your work relationship successful?

Rhonda: He listens to us. He listens to our ideas and our suggestions. He doesn't just cut us off and say, "I'm the program director and this is the way I'm going to do it."

Judy: He doesn't sound chauvinistic at all.

Lugene: I wouldn't accuse him of that.

Judy: How do parents react to, or are they aware of, Steve's role?

Lugene: They are definitely aware. He makes himself known to the parents.

Rhonda: We had quite a mixture of feelings among the parents when he started. We had no program director before that. When he started implementing some of the new ideas that he had, they were really, some of them thought that was really terrific. "Why haven't we been doing this all along?" And others said, "Well, my problems with the program started when you hired your program director."

Judy: Well, were these concerns based on his personality, or were they based on the fact that a man, can he fulfill this function dealing with little children?

Rhonda: Some of it was. Some of it was his philosophy, and some of it was that he was a male, and they were saying, "You can't know how to handle my children." And some of the parents were saying, "You're not going to give them the same affection that your teachers who are all female will give the children."

Judy: Have you noticed any appreciable change in the attitude of parents who were somewhat skeptical at first?

Rhonda: Yes. Those parents have either since left the program to find something that they were satisfied with, or they've adapted and learned more about his program and his philosophy and been converted to it, really.

Judy: What would you say to students in a vocational education class trying to prepare for a work world in which they are going to be working together—men and women? What would you say to them about communication on the job?

Rhonda: The first thing, be open-minded and be willing to listen to what the other person has to say. Maybe you won't agree with it at the very beginning; but if you listen to him and listen to his reasons, quite often you can see yourself compromising or even changing your viewpoint. But if you're not going to be open-minded, you're not going to be able to communicate, because it's only going to be "I" and what "I" want and what "I" say is important.

Judy: I'm also interested in what advice you might have for vocational educators in terms of their preparation of nontraditional students.

Rhonda: I would not want a vocational education teacher/trainer to discourage from trying anything. Any job that may be all male now, or all female now, should be tried. And you're going to run into some brick walls probably, because there are people who are prejudiced and stereotype everybody.

Lugene: You have to prepare yourself to assume that you are going to be under attack. Expect that, more or less. And like Rhonda said, you just face the problems head-on.

Judy: I'm also interested in what advice you might have to give to employers who may have nontraditionals applying for jobs.

Lugene: I would hope employers would look past that. I would hope that they would not view that as a prerequisite for employment itself. I mean, that seems really just narrow-minded. If a person has the capabilities and he has the education to perform in the classroom, why not hire that person, whether male or female? I don't see what . . .

Rhonda: I would tell the employer to look over the interview screening techniques and the questions that they ask their applicants. And if they are not open enough to look over those themselves, give them to an outside person who can look over their interview screening checklist, or the questions they ask their applicants. Because lots of times you would be surprised at how those are very stereotyped questions that can really, a nontraditional type of employee could really get torn apart answering some of those . . . or put on the defensive immediately. And there you go.

Judy: Would both of you, or each of you, work for or with a man again?

Rhonda: Oh, definitely.

Lugene: Oh, yeah.

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RECRUITMENT/INTERVIEWING ROLE PLAYS

Directions for Facilitators:

For each role-play participant, cut the character's role-play tasks apart and distribute.

ROLE PLAY NO. 1 – ROGER

Task A: Your class is about to take a typing speed test. Speed tests always make you nervous because it's hard to avoid mistakes. You aren't sure you understand the directions Ms. Dimetri gave. You try to get her help before she sets the timer.

Task B: Same as Task A.

ROLE PLAY NO. 1 – MS. DIMETRI

Task A: Role play a scene between you and Roger. You are weary of Roger's need for attention. But when Roger comes for help, you grudgingly put up with it because he's a male. You believe females naturally surpass males in finger dexterity and attention to detail. You feel put upon that you have to have Roger in class.

Task B: Role play again the scene between you and Roger. You want the class to take their daily typing speed test. Since you're starting a new unit today, the class time is planned to the brim. Now Roger is trying to get your attention again. You are weary of this behavior, so be determined to deal with it in a way that helps Roger and you.

ROLE PLAY NO. 2 – TRUDY

Task A: You have failed your first test in machine shop. This depresses you because you desperately need a good job to support your children. Now Mr. Cozad, your instructor, has asked you to a conference. Try to convince him to give you extra help with the math. You don't think you can make it without help.

Task B: Same as Task A.

ROLE PLAY NO. 2 – MR. COZAD, MACHINE SHOP INSTRUCTOR

Task A: Role play your conference with Trudy. You want to put her in her place. If she's determined to be a machinist, she's going to have to pay the price. Sure you'll give her some extra help–if she'll agree to some sex. You're not going to let any woman manipulate you. We'll see how badly she wants a man's job.

Task B: Role play again your conference with Trudy. You're open-minded about her ability because you understand that she hasn't had much exposure to math. Unfortunately, you have a tight schedule that doesn't allow much time to work with Trudy. Help her deal with her discouragement and discover ways to solve her career problems without giving up on the machine trade.

ROLE PLAY NO. 3 – JUSTINE

Task A: You aren't happy in the preapprenticeship program for construction trades. The trouble is that your male classmates ignore and exclude you. Now, Mr. Willis wants to talk to you. Now's your chance to ask for his advice. You wonder whether you should drop out–will it always be like this as a woman carpenter?

Task B: Same as Task A.

ROLE PLAY NO. 3 – MR. WILLIS

Task A: Role play the conversation you request with Justine. You want to tell Justine that you expect the same performance from her as from the males in the class. Don't be very sympathetic because your philosophy, especially where nontraditionals are concerned, is sink or swim. After all, that's the way it is in the work world.

Task B: You are aware that Justine seems isolated from her male classmates. Meet with her now to discuss the problem. Offer suggestions to her for getting along and propose what steps you're prepared to take to help her improve the situation.

ROLE PLAY NO. 4 – FRANK

Task A: In your evaluation with Dr. Phillips, talk over the incident that just happend in class. Try to communicate why you wish Dr. Phillips had treated you differently. Ask him for clarification of your responsibilities.

Task B: Same as Task A.

ROLE PLAY NO. 4 – DR. PHILLIPS

Task A: You don't think there's any excuse for Frank's performance during the class demonstration. On the job a man simply doesn't behave that way. First of all, a man must speak up when something's wrong with supplies or take the initiative to get the needed supplies. Secondly, a man is tough and can take criticism. No wonder Frank's chosen a woman's occupation.

Task B: You believe Frank is too defensive about criticism. In your evaluation, discuss with him the need to take things in stride so that patients won't get the best of him. Remind him that you correct all the students publicly so that others can learn from their mistakes. Encourage Frank to distinguish between comments about his work and his own self-worth. Explore ways that will help Frank build his self-confidence to speak up when he needs supplies and not overreact when something goes wrong.

ROLE PLAY NO. 5 – HARRY

Task A: You try not to lose your temper. But you have almost run out of patience with the harassment from classmates. Mrs. Hightower has asked to talk to you, but you're reluctant to complain. That would be unmanly. You'd rather drop out first.

(There is no Task B for this role play.)

ROLE PLAY NO. 5 – MRS. HIGHTOWER

Task A: Role play the scene between you and Harry. You want to help Harry, but you're aware that he's a very private person. You're afraid it would embarrass him to lecture the class on their behavior. In your meeting with Harry, offer suggestions to him for what to do and propose what steps you're prepared to take. You are concerned to deal with this problem and encourage Harry's talent.

(There is no Task B for this role play.)

ROLE PLAY NO. 6 – DORIS

Task A: You are determined to work on cars. Try to convince your teacher Mr. Sanchez that there are ways to compensate for your size. Remind him that so far you've excelled in class.

Task B: Same as Task A.

ROLE PLAY NO. 6 – MR. SANCHEZ

Task A: You're afraid that having Doris in auto mechanics will create extra problems for yourself and the class. Tell her that she's not strong enough to be a mechanic and that the only way you'll accept her as a student is in training to be a parts manager.

Task B: You don't want to see Doris get hurt. Therefore, ask her to consider training to be a parts manager. At the same time you're aware that she has shown ability and genuine interest, and you don't want her to think you're discriminating against her. Be prepared to reach a compromise solution that will enable her to do the course work if she decides to enroll (e.g., special tools, collaborative assignments).
